

UBEA

Business Education

Forum

APRIL, 1950
VOL IV NO. 7

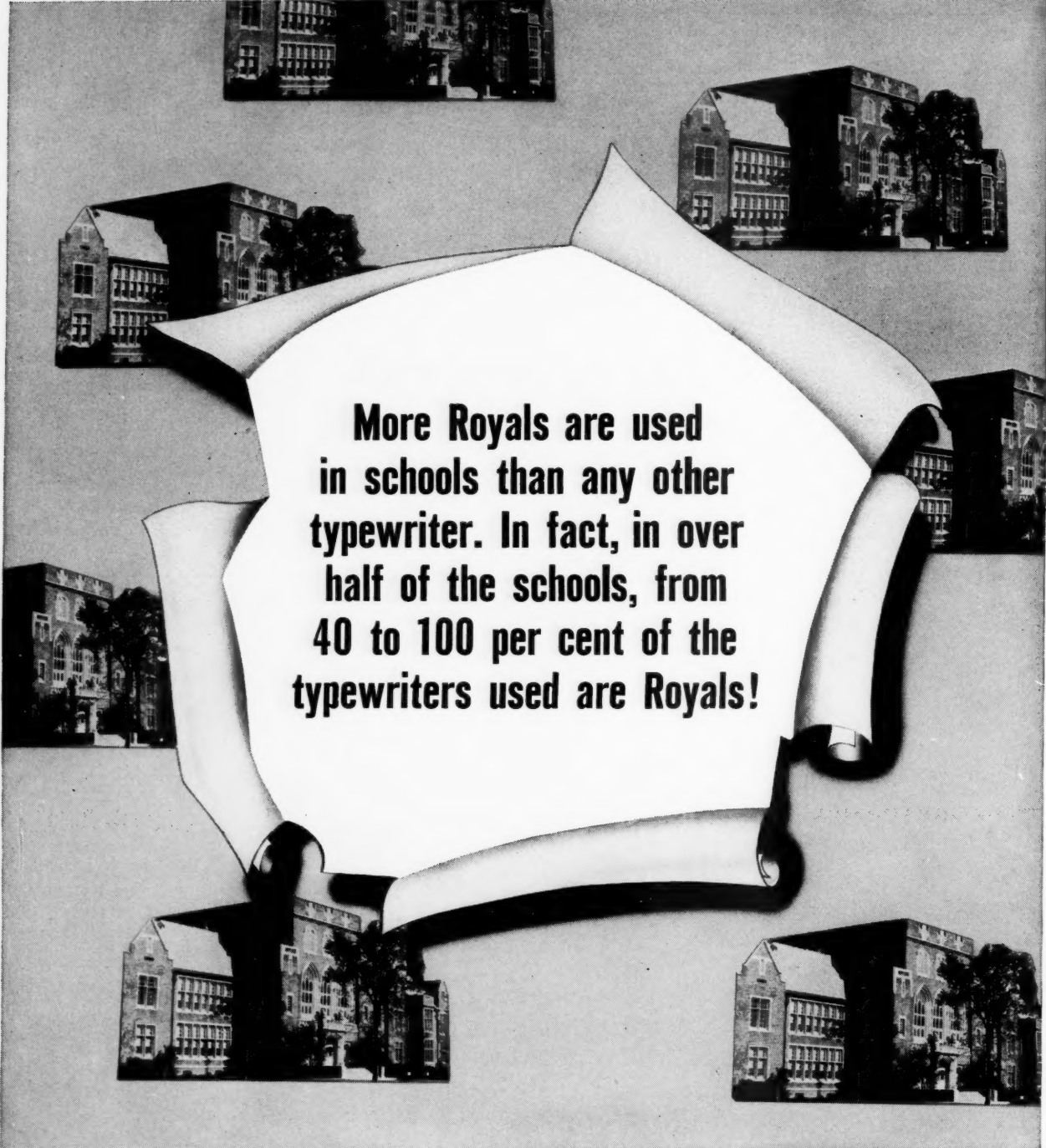
UNITED BUSINESS EDUCATION ASSOCIATION

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

Contents of UBEA FORUM are listed in Business Education Index and Education Index. Articles published in UBEA FORUM are the expressions of the writers and are not a statement of the policy of the Association, unless established by a resolution.

UBEA Forum is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States, (also publishers of *The National Business Education Quarterly*.) Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$3 a year, \$2 of which is for a year's subscription to *UBEA Forum*. Three dollars a year to non-members. Single copy 45 cents. Checks should be drawn payable to United Business Education Association and mailed to the Executive Secretary, Hollis P. Guy, 1201 Sixteenth Street, Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.

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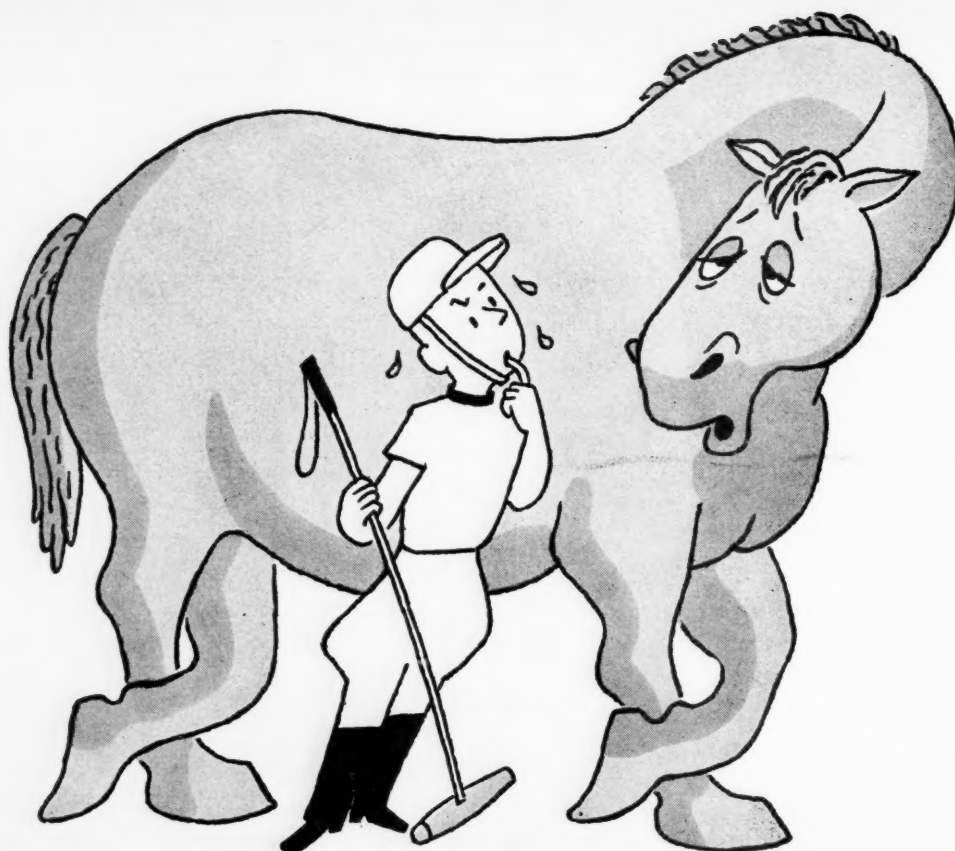
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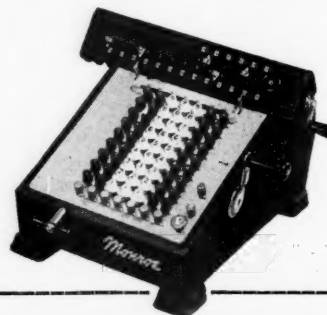
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Headquarters Notes
April, 1950

Dear Business Teacher:

The Atlantic City meetings of AASA and thirty-eight allied educational organizations were attended by more than 15,000 persons and were covered by more than 80 correspondents who wrote thousands of words for the press and radio. AASA claimed the largest registration with 13,500 administrators and invited guests. Textbook, supplies, and equipment companies displayed their latest products. The exhibits covered 100,000 square feet of space. These meetings bring together the largest assembly of educators and educational exhibitors in the world.

Spearheaded by NABTTI, the joint meeting of UBEA Divisions which was held concurrently with the meeting of the American Association of Colleges for Teacher Education, will go down in the proceedings as a historic event. Many of the prominent business educators who attended the sessions were generous in their praise of the quality of the program. BULLETIN 51 of the National Association of Business Teacher-Training Institutions will include a portion of the proceedings of the four sessions devoted to business teacher education. The papers by Helen Reynolds and Foster W. Loso which were read and discussed before the Administrators' Division will appear in the May issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY. In the International Society section, Dorothy H. Veon and Herbert A. Tonne elaborated on the reports which have been published in previous issues of the FORUM. The Research Foundation drew a large attendance to hear the latest findings in studies on business education tests and to discuss the National Business Entrance Tests published cooperatively by UBEA and NOMA. At the closing session, which was a joint luncheon of the four Divisions, Dr. Willard E. Givens, NEA Executive Secretary, reviewed the highlights of his trip around the world as a member of the World Town Hall Seminar.

* * * * *

Plans are moving forward for the July meetings of the National Council for Business Education and the UBEA Representative Assembly. Both groups will meet in St. Louis at the Jefferson Hotel. The Council will convene on July 1, and the Assembly will hold its first session the following evening. The business session of the Assembly will begin at nine o'clock on the morning of July 3. This meeting will be followed by discussion groups, a luncheon, and an afternoon session. Affiliated associations are urged to send the names of delegates to the executive secretary before June 1.

* * * * *

The Committee on Cooperation with the U. S. Office of Education met with Commissioner Earl J. McGrath and Assistant Commissioner Raymond W. Gregory on March 13. A second conference to discuss further the current problems in business education has been scheduled tentatively for this month. Members of the committee are: Hamden L. Forkner, Paul S. Lomax, and Arthur L. Walker.

* * * * *

Another important committee of the Association has been active recently. This is the committee which is charged with the responsibility of nominating members whose names will appear on the ballots for the National Council for Business Education. Please see the May 1950 issue of this magazine for names of committee members. In past years the ballots have not been opened and counted until the Council convened in July. The procedure has been changed this year to permit three Council members to supervise the counting of the ballots in headquarters office. This will enable us to inform the newly elected members of their responsibilities and invite them to the St. Louis meeting even though they do not become official representatives until August 1. Edward H. Goldstein, Arthur L. Walker, and Thomas M. Greene are the Council members who were named by President Fries to open and supervise the counting of ballots.

* * * * *

Miss Leona Ann Heuer, Director of the Consumer Education Department of Household Finance Corporation was a recent visitor to UBEA Headquarters. Miss Heuer is making available some special services of HF to the sponsors of FBLA chapters. Have you

HEADQUARTERS NOTES

noticed the series of Household Finance Corporation ads which now appear in the FORUM? The decision of HF and its advertising agent to purchase space in our publication was in response to a letter from a UBEA member who purchased the set of booklets and suggested to HF that other business teachers should be interested in using them in their business education classes. If you do not wish to mutilate the pages of FORUM by using the coupons included in the HF and other advertisements, please mention the FORUM when writing to our advertisers about their products.

* * * * *

Kathleen Griffin, Reno High School, is the new State Membership chairman in Nevada. She succeeds Mildred Klaus who is on leave from her teaching position. Miss Griffin is also president of the Classroom Teachers Association in Reno.

* * * * *

If you are not planning to attend the International Economic Course in Denmark (page 46), perhaps you will be interested in one or more of the eleven tours offered on a non-profit basis by the NEA Division of Travel Service. Academic credit will be granted participants of NEA tours upon compliance with certain course requirements. All tours are recognized by Michigan State College; tours to seven regions are recognized by Indiana University, and credits may be obtained in two fields offered at Western Illinois State College for participation in the Alaska tour. Members of NEA and retired teachers are eligible to the tour service. Requests for tour information should be addressed to NEA's Division of Travel Service, 1201 Sixteenth Street, N.W., Washington 6, D. C.

* * * * *

Two FORUM editors have received recent promotions. John L. Rowe, who edits the typewriting section, has been promoted from assistant professor of education at Teachers College, Columbia University, to the rank of associate professor. Harold B. Gilbreth, our basic business editor, succeeds the late Thomas M. Noel as head of the department of business education at Winthrop College. Both men deserve the congratulations of FORUM readers.

* * * * *

Again, we are pleased to present to FORUM readers the issue devoted to education for the distributive occupations. William R. Blackler, Chief of the Bureau of Business Education, California State Department of Education, and John A. Beaumont, who holds a similar position in Illinois, have assembled a wealth of information which should be welcomed by all business educators. A complete set of the Distributive Occupations issues of the FORUM is available. The April 1947, 1948, and 1949 issues may be secured at the special rate by sending one dollar to the headquarters office before June 1, 1950. Single copies are available at the rate listed at the bottom of page three. All copies of the FORUM are available at the single copy rate with the exception of Bookkeeping (December 1947 and 1949), Basic Business (March 1949), and Shorthand (October 1949). Fifty bound copies of each volume of the FORUM will be available next fall to libraries and members who reserve volumes before July 1. The cost of bound copies will be approximately five dollars a volume, which is the cost of the membership-subscription plus binding, handling, and postage.

* * * * *

UBEA has not conducted a vigorous membership campaign this year. Such campaigns are costly and membership workers are much too busy to give more and more of their time to this activity. There are many business teachers who continue to benefit from the services of the Association without bearing their share of the financial support. Many of these would be glad to add their strength to the organization if they knew more about professionalization and what it means to belong to a group which is working along all lines to advance business education. Won't you accept as your personal responsibility the not-too-difficult task of securing at least one new recruit for the Association in 1950? New memberships received now may become effective for the year March 1, 1950 to February 28, 1951. Ten thousand members are needed in order to expand the services of the Association for which there is a growing daily demand.

Hollis Guy, Executive Secretary

Editorial Statement

WILLIAM R. BLACKLER, *Issue Editor*

The major emphasis of the Feature Section of this issue of the FORUM is "How to Teach Distributive Subjects." This issue on "Distributive Occupations" is a sequel to the two previous annual issues—April 1948, and April 1949. The first issue described the field of distributive occupations and the second (1949) outlined course content in the major areas of distributive training, including retailing, salesmanship, advertising, and merchandise analysis. This issue contains a series of articles by nationally known specialists from five states on ways of teaching these subjects, together with suggestions for handling classes of adults and of students in cooperative part-time classes in distributive occupational training. In addition, there are discussions of work experience laboratories in distributive education.

A review of the articles in the feature section of the FORUM reveals a few highlights. First, instructional content should be drawn from and geared to actual practice. Second, learning by doing is a very effective method, and third, practice laboratories or training units are essential to successful instruction. A fourth highlight is that planning and evaluation are required in a state-wide program of distributive education.

Referring to the first item, it is significant that the contributors agree that the most functional type of teaching content is that which is taken from the particular field of instruction, advertising, salesmanship, retailing, or merchandise analysis. There is general agreement that the instructor must keep his teaching material geared to the practices and conditions of business if his students are to be trained successfully. The use of job analysis techniques in developing instructional content in an objective manner is mentioned as a "must." Liaison must be maintained with business to keep teaching materials up to date and practical.

Secondly, stress is placed on the necessity of activity on the part of the student in the classroom and in carrying out projects and relations with the business community. Again and again the point is made that "We learn by doing," and that prime consideration should be given to the development of opportunities for students to take an active part in planning and carrying out projects of the doing type.

In the third place, the authors agree as to the value of practical units of simulated type for use in salesmanship, display, retail merchandising, advertising, merchandise analysis, and related subjects. Their comments in this regard are in accord with national developments in the marked increase of installations of model store practice training units and centers. In some instances, the training unit consists of display cases only or display cases and shelving, while there are many installations now being made of practically complete store units with display cases and windows and related equipment, built-in fitting rooms, assorted types of shelving and island displays, cash registers, and other items of equipment.

The fourth highlight, as we mentioned previously, refers to the need for over-all planning and evaluation as factors in the development of state-wide programs of distributive education. The point is made that the types of training courses in distributive education should be determined in large measure by the types of distributive activities and the needs of workers in these occupations. In such determinations, state and community surveys are important in assuring that training programs are geared to the work being done in the distributive trades. Evaluation is important in keeping the program current and in accord with interests and needs. There is a message for leaders in the field of distributive education in the effective use of these two important factors of programming—planning and evaluation.

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THE *Forum*

Selected Methods and Techniques for Distributive Occupational Training for Adults

By W. MAURICE BAKER
University of Kentucky
Lexington, Kentucky

In selling merchandise, it is important to understand the customer. Similarly, in teaching adults it is highly important to understand the members of the group. Success in teaching adults is based on an understanding of the persons in the class.

In studying the personnel of the group, the teacher will find many factors of interest but two basic considerations predominate. First, the adult has many claims on his time, such as making a living, arranging for the details of his or her household, guiding and sharing the interests of his children, and engaging in other activities. Consequently the teacher must compete with these claims to capture the interest of the adult member of his class. A definite plan is essential in adult education.

Second, adults are continually facing the facts of the work-day world. This means that the instructor must make his instruction practical and easy. The nice-to-know information may click with high school pupils, but the teacher must adhere to practical matters when teaching adults. Stated briefly, (1) there must be a definite plan for each class; (2) the information should be short on theory and long on practical application; and (3) the information should be easy to assimilate.

The next logical step is a consideration of the various methods of instructional content. There are many good methods; but first, let us start with the least desirable one. Experience has shown that the poorest approach is found in the lecture method. Why? One reason is that the adults in the group are active in their daily work; that is, they put up stock, straighten merchandise or serve customers, and the like. In other words, they work standing up or moving around rather than sitting down. To place these persons in a position where they must sit and listen to someone talk is unnatural, and the result is restlessness and boredom. To illustrate, the teacher can use the wrong technique when dealing with a high school class and lose only the interest of the group.

The class will return the next day. They must do so in order to earn the credit for graduation. But with adults the situation is different because they do not need the credit and they are not interested in graduation. In other words, they won't come back.

Discussion Methods

What, then, is the best method? It has been observed that the discussion or conference method combined with visual aids secured good results. The conference plan gives members of the class an opportunity to express themselves, and the visual aids afford an opportunity to learn by observation.

According to one theory concerning the conference plan, the instructor should come before the group without any specific problems or plans and ask the group for problems. The reason given for this method is simple: the group will know the problems better than the instructor and, therefore, a more practical course and a more lively discussion will ensue.

This method, however, is disproved by practice. It is better for the instructor to make a survey of the projects and discuss problems pertaining to them with persons who are in the position to point out those activities which should form the core for the series of meetings. These problems should be supplemented by additional problems suggested during the meetings. Do not shut off discussion on problems which fail to appear in the teacher's outline, but rather use these to enrich the course. By knowing the problems of the group in advance, the instructor has an opportunity to develop definite lines of approach to the solution of the problems. This is better than a plan of general ideas on how to solve problems.

The Problem Approach

Armed with specific problems and specific plans of attack, the instructor should open the first meeting with

"The discussion or conference method combined with visual aids secures good results in teaching adults."

definite suggestions. After a brief over-all view of the purposes of the meetings, the instructor should guide the group into a specific problem. Give the students something to "chew on." Under this plan, the teacher will state the problem, write it on the blackboard, and stimulate the necessary responses. He will refrain from giving the answers and will act as a conference leader.

Two things are important in conducting each session. First, get all persons in the group to contribute their thinking to the solution of the problem; and second, consider all contributions regardless of how important or unimportant you, the teacher, may consider them. (This, of course, means that the instructor should keep the discussion in line with the immediate problem. Irrelevant discussion must be excluded.)

Out of this directed thinking the solution to the problems suggested should appear and, in addition, other problems may be solved. The result will be answers that have been worked out by the participants rather than by the instructor. The end result will be a change in the behavior pattern of the persons in the group because they have suggested rather than having been told how to change. Surely there will not be a complete change,

no one can expect that, but sufficient alteration in manner will occur to justify your effort.

Using Audio-Visual Materials

How can you introduce new ideas, new facts, and new information to the group? It has been found that the use of visual aids helps to solve this problem. Motion pictures, sound slide-films, charts prepared by the instructor, and similar aids are excellent devices by which the instructor can bring new information to the group. When should these aids be used—before the discussion or after the discussion? You will not find agreement on the answer to this question. Showing these aids first gives a basis for the discussions to follow. Showing them afterward provides a summary. The best solution would be to vary the procedure.

While only a few of the methods and techniques used in educating adults in the distributive occupations have been presented in this discussion, some of the suggestions listed should serve as "thought starters." In each session there is an opportunity for variation of method to meet the needs of the members of the class and to arouse and maintain interest. The successful instructor must be alert. He should draw upon his kit of teaching devices to make the instruction both vivid and profitable.

Selected Methods and Techniques for Teaching Cooperative Part-Time Students

There is always some method or technique which will be better suited to the teacher's personality and abilities.

By **LODIE M. CLARK**
Indiana University
Bloomington, Indiana

"Variety is the spice of life," according to a familiar adage. Variety is also the key to success in teaching cooperative part-time classes. The work experience of class members involves a diversity of activities and experiences. Methods of teaching these people must therefore be varied to fit the task at hand.

There is always some method or technique which will be better suited to the teacher's personality and abilities in handling a certain phase of the work than any other. Experimentation will lead to the use of the methods which are most effective in a given instance. Certain methods seem to get better results in a larger number of situations involving these high school groups than do others.

Training Is Practical

The cooperative part-time class should be conducted as nearly as possible on the same basis as a training class in a large store. The objectives of the high school course are vocational in nature; they should be carried out in a business-like manner. For this reason physical equipment plays an important part in establishing a "store" atmosphere in the classroom. This makes it possible for pupils to learn by doing, in the classroom as well as on the job. They are able to see the practical side of the things which they are learning.

Textbooks are valuable tools, but in this type of work they should be used only as points of departure and not as rigid areas of subject matter to be covered. Prefer-

ably they will be used as sources of information in answering the problems which arise in connection with the pupils' experiences while at their place of employment. The use of printed materials as starting-points in continuing research on individual and group problems is a technique that all need to learn.

Discussion of pupil experiences with careful evaluation by the group will cover much more information in a way which the class will remember than the traditional question and answer period based on a chapter in a textbook. The discussion method is one to which a group will have to become accustomed, especially if their former training has been on the basis of a text book. With careful guidance by the teacher, a high school group will soon come to grasp the reasons for and the benefits to be gained from this type of teaching. They will develop the ability to direct and control their discussions without the aid of the teacher to keep them in the right channels.

Demonstration by both teacher and pupils helps to put across the knowledge of how to perform an operation. Everyone actually sees the process step by step. Comparison of right and wrong ways of doing things by means of dramatizations will drive home the lesson to be learned. Contrast emphasizes features of performance and dramatizing is fun.

Closely related to demonstration and dramatization is role-playing, a technique which has recently attracted much attention. A situation is set up and class members are asked without previous preparation to act out the various characters involved and to attempt to carry the action to a satisfactory conclusion. When this is done using several different persons in a given role, the various courses of action which might be taken and their probable outcomes are apparent and will stimulate thinking and discussion. Analyzing results on the basis of actual performance enables the pupil to develop the ability to use critical self-analysis to better his own performance.

The use of cases will help to clarify instruction. Hypothetical cases may have to be used at first but encourage pupils to bring in their own cases as soon as possible. The teacher will have to be on his toes to catch the clues in examples on which he wants the group to expand. Points may not come in the order in which the instructor had planned them but they will all be there if pupils are permitted to discuss and weigh the various things which interest, amuse, or puzzle them.

Visual aids have been before us very prominently for several years. It is discouraging to learn the number of instances in which this means only the use of films. Films are good, but there are so many other visual aids which can be prepared by teachers and pupils which will serve as better training aids than the films. Flip charts, flash

cards, system manuals, merchandise displays and layout diagrams, to mention only a few of the possibilities, are also extremely useful.

Encourage class members to use various visual devices in their class presentations. "A picture is worth 10,000 words." Visual presentations in the classroom will improve the pupil's ability to give a good visual presentation on the selling floor.

The use of current events can do much to spark interest in the economic system with direct reference as to how these events affect their own jobs. This will further stimulate their curiosity and arouse them to investigate related problems. Competition in uncovering unusual facts is stimulating.

Participation in school and community projects and in local, state, and national club activities will help to develop poise, leadership, and the ability to work and get along with others. Let the students do things from which they feel satisfaction and pride of accomplishment.

Set up committees to be responsible for various activities. Have one to take care of planning and preparing bulletin boards, arranging merchandise displays in show cases or store windows, obtaining speakers for the class or club meetings, organizing auditorium programs, making arrangements for field trips, collecting materials for the distributive occupations files, putting on programs for civic groups, and the like.

When speakers are brought in, the lecture method is probably most suited to their presentations. Care should be taken that these speakers bring out the points which are wanted. Advance preparation of the class as well as the speakers will pay dividends. The group should know what to listen for in the lecture in order to grasp important points. A period for questions from the group to clarify hazy spots and to emphasize important areas should be provided. This procedure also holds true in the few instances in which the teacher lectures to the class.

Advance preparation of the group before making field trips is also extremely important. The use of a device such as a carefully prepared check list will help to overcome some of the deficiencies of instruction which are certain to appear when people who are not trained in teaching high school pupils are called upon to explain various store activities at the actual scene of operations.

Methods of instruction should vary according to levels of mental ability and the different types of jobs represented. Allow the group freedom to learn by doing, but also give them responsibility by which they will keep within bounds. Do "what comes naturally" but be sure that tradition is not a limiting factor. Experiment, explore, and extend horizons. Variety is the spice of life, and of teaching and learning too.

"Actual teaching on the job must be done if the highest educational values are to be realized."

The Work-Experience Laboratory in Distributive Occupations

The success of the cooperative part-time program is closely related to the effectiveness of work-experience laboratory teachings.

By WARREN G. MEYER
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Many questions have been raised recently about the educational value of the work-experience laboratory as it is commonly conducted by coordinators and persons engaged in on-the-job training. Re-examination of this experience seems desirable since many business firms now employ student-trainees with a view to recruiting and training possible future full-time workers, rather than filling a need for part-time help. Before making this investment, they must be convinced of the educational value of work experience as evidenced by the quality of training and kind of worker produced. As employment conditions tighten, both educators and employers must scrutinize more critically those activities which take the student out of the classroom and into the business community. At the same time, it is during such periods that the part-time program is of greatest service to youth, since it enables them to acquire one of the most valuable assets in securing employment—"experience."

Critics of the work-experience laboratory suggest that demonstrations and discussions may often accomplish as much as work experience and in a shorter period of time. They suggest that much of the on-the-job experience is devoted to purely routine activities with a minimum of thinking; that work is done on an empirical rather than a scientific basis. Work in the "experience" laboratory is often criticized as "learning by doing without thinking."

The purpose of this article is to review the aims of the work-experience laboratory, so that a coordinator-instructor may compare the purposes of his program with those given and re-evaluate, if he sees fit, his present practices.

Definition of Work-Experience Laboratory

A work-experience laboratory, as it applies to the cooperative part-time distributive occupations program, is a place of employment on a bona-fide job, where plan-

ned experiences are used as aids in learning and teaching. Laboratory experiences are activities or series of activities that are performed by students for the explicit purpose of meeting the goals of the unit being studied.

One major difficulty has been that coordinator-instructors have not always been too clear as to what they are trying to accomplish by these means. If laboratory work is organized on a sound basis, it must be aimed specifically at the objectives of the course to which it is related. It should not be something apart from the course to which it belongs. The contribution made toward objectives should be one that cannot be as effectively promoted by other means.

The general objectives of the work-experience laboratory are: (1) to acquire first-hand experience with customers, co-workers, merchandise and store equipment; (2) to learn to use the scientific method of solving problems on the job; and (3) to learn how to perform specific "operations" and to develop skill in them. In striving for each of these objectives, which will be discussed in turn, the major aim is to help the student to become a more effective worker.

First-Hand Experience

Secondary school distributive occupations pupils have to study many things with which they have little or no familiarity, such as co-workers, customers, merchandise, display materials, and store equipment, which cannot be adequately duplicated in the school building. In the work-experience laboratory, pupils are faced with the need for making practical applications of their learning. Without such contact with reality, ideas are apt to remain vague and incomplete and important skills are not developed. Theories may otherwise be forgotten before the pupil has an opportunity to put them to actual use. Good work experience also motivates pupils to do more careful reading and studying in order that they may

acquire facts needed to cope effectively with their problems.

Work experience stresses the objective search for knowledge—an outstanding characteristic of scientific thinking. It suggests that discovery of truth, rather than acceptance of authority, is characteristic of good thinking. The pupil soon learns that authorities in the school and in the business world do not always agree and that he must think for himself. In so doing, he has rich sources of information at his fingertips which afford an excellent opportunity for scientific analysis.

Problem Solving

Because of the social nature of distributive occupations, there has been some tendency to neglect scientific inquiry in the training of personnel. However, when scientific procedure is applied to store problems, executives show a keen interest in the findings. Because of the dynamic nature of distribution, distributors of the future must be taught to test principles which heretofore have been blindly accepted. They must learn to form and verify hypotheses in solving certain types of problems. By solving various problems found in educating for the distributive occupations through methods used in research, general principles are established which will be widely applicable in the future training of persons for this field.

As times change, so do customer preferences; and distribution practices must conform. Customers must be studied continually and principles checked periodically. New ideas in selling and display must be proved worthy by scientific study. Each student should analyze the conditions present in his particular store and department and experiment with the various means to test his hypotheses. Selling is largely the application of established principles to particular situations, but it often involves all the steps of reflective thinking.

Acquiring Skill

The third objective of the work experience laboratory is to learn how to perform a certain operation and to acquire skill in it. The work-experience laboratory is to be regarded *not* as a shop, but as an educational laboratory where the pupil tries out his ideas, gains knowledge of procedures and operations by performing them, and finds solutions to problems. Here he applies to practical situations principles and ideas from several school subjects. Rational learning must be an essential and outstanding feature of the experiences. Completion of a sale, successful solution of a personnel-relations problem, or construction of a display is not the sole criterion of success in learning; the pupil should understand "why" as well as "how."

Implementation of Objectives

Once the aims of the work-experience laboratory have been clarified, the instructor and the pupil must select and design the activities needed to attain the goals. These activities are of three general types: (1) the information type, which consists largely of observing, recording and retaining essential facts; (2) the experimental type, in which experiments are performed to aid in the solution of problems; and (3) the skills type, in which certain techniques are learned for practical use. The question is not what activities *may* be used in the work-experience laboratory and fitted into the general scheme of things, but rather what ideas really *need* to be developed on the job. Which activities will most effectively meet these needs and bring about the desired change in behavior?

In selecting and designing these activities, certain criteria should be used, among them are the following: (1) they should emphasize the fundamental principles to be studied; (2) they should deal, in general, with topics for which classroom activities are not adequate or suitable; and (3) they should involve procedures that are essential to the pupil's further study and his occupational work after completing the course.

Principles vs. Techniques

The best way of teaching techniques is to use problems or projects that form natural units. When these are complex situations, the details should be learned step by step, but without dissociating the parts from the whole. While attention is given to the detailed steps or parts, they should not become the main objective. Skill is developed somewhat incidentally as the learner accomplishes a larger purpose. For example, it is a good procedure to have the pupil study the sale as a whole at the beginning of the unit on a retail selling so that he may gain a concept of the relationships of the parts and then master the techniques in performing the steps. The same would be true of teaching display, store system, wrapping and other units of a manipulative or human relations nature.

Directions to students concerning activities to be carried out in the work-experience laboratory are often either too detailed or too vague to be really useful. Pupils must have some guidance and encouragement, but it seems inadvisable to give such detailed directions that the pupils acquire no initiative or judgment. However, beginning pupils cannot become investigators all at once. It is better to begin with relatively simple tasks, for which considerable guidance is furnished. As they proceed through a course, collecting ideas, learning how to make the necessary observations and experiments, and comprehending more fully the problems involved, they should be expected to carry on laboratory study with in-

"Rational learning must be an essential and outstanding feature of the experiences."

creasing independence. The teacher will find his part in teacher-pupil planning decreasing as the course progresses until a point is reached where the pupil is able to plan and act independently with good judgment.

Records

Pupils should be encouraged to keep good records, for this activity will improve their observation and afford them practice in an activity which will be required throughout their business employment. For many work-experience activities it is obviously not necessary to make a special report, since the results of the work constitute a record. In these instances formal reports may well be a waste of time. But when the opportunity arises, good records should be made and then put to good use. They may become the basis of an oral report or be retained by the pupil as useful reference material when he leaves school. Reports should be discussed with the pupil to determine how well he understands what he has done and to clear up any misunderstandings.

Course-Laboratory Relationship

Too frequently, the classroom work and laboratory activities for a course are really two independent courses of study. Sometimes the subject content is not synchronized and little reference is made in the classroom to on-the-job activities. This is often because the coordinator-instructor is not given sufficient time to carry on an effective work-experience laboratory program, or because the on-the-job trainer has not participated in planning the study program of the pupil under his direction.

In some courses that employ work-experience learning activities, separate tests and examinations are given for classroom and work-experience laboratory achievement. This practice tends to make a sharp cleavage between classroom teaching and laboratory work. The better practice is to measure the pupil's progress by means of

tests and evaluation activities that deal with the unit as a whole, paying little attention to how the pupil has acquired the particular knowledge or skill. Examinations given to test the pupil's ability to execute a given technique should consist of exercises in performing those procedures rather than written tests.

Responsibilities of the Coordinator

Actual teaching on the job must be done if the highest educational values are to be realized. This does not mean that the coordinator should go behind the counter and work with the pupil; that is the job of the on-the-job trainer who is often a supervisor in a business establishment. It does mean that the coordinator is responsible for the teaching which the on-the-job trainer does. Teacher-coordinators must be trained in the techniques of work-experience laboratory teaching, so that they may educate the on-the-job trainers who are in a sense laboratory assistants.

Work-Experience Laboratory Activities

While it is outside of the scope of this article to describe on-the-job activities which might be used in accomplishing the objectives discussed above, the reader may be interested in some of the more common experiences used for this program.

1. Experiments with selling techniques such as: ways of approaching customers; finding wants and needs; presenting merchandise information, and making suggestions.
2. Solving problems of relationship with employers and co-workers on the job.
3. Testing the effectiveness of one display as compared to another.
4. Making a survey of customer preferences concerning a particular item of merchandise.
5. Analyzing the duties of his present job and those of the job ahead; planning a systematic way of learning the job.
6. Studying the selling techniques of co-workers in a scientific manner.
7. Making a survey of store methods or system in connection with sales-check procedure, returned goods, credit policy, and other practices.

Conclusions

The success of the cooperative part-time program is closely related to the effectiveness of work-experience-laboratory teaching. Research is needed to test the effectiveness of the various methods used to teach pupils on the job. We are entering a period in which the quality of on-the-job learning will be scrutinized critically and it behooves us to examine our achievements in this regard. With continued experimentation and research we can look forward to real progress in improving on-the-job teaching, thereby increasing the effectiveness of our total training program.

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"The teaching of advertising needs both broadening and specialization."

How to Teach Advertising

The all too obvious lack of maturity and intelligence shown, especially in daytime radio and much newspaper advertising, is a sad commentary on our present civilization or the advertiser.

By PRESLEY C. DAWSON
Long Beach City College
Long Beach, California

EDITOR'S NOTE: How can an instructor of advertising arouse the interest of the student and make him aware not only of the dignity and potentialities of advertising, but of the diverse operations, hard work and time involved in a successful advertising enterprise? This is one of the imminent problems which confront the teacher at the outset of the course.

One of the first essentials to consider in the teaching of advertising is the attitude of the students. One student may have a potential advertising aptitude. Another will have an interest, but no specific talent. The third will be taking advertising because of its glamour, or, because it appears to be a snap course. The situation isn't peculiar to the subject, but it sets up certain needs in teaching which should be recognized at the outset.

Another problem is the relationship of non-professionals to advertising. Out of an estimated total U. S. expenditure of \$4,830,700,000¹ for advertising in 1948, approximately one-third of that amount, a conservative estimate, can be traced to preparation by small- and medium-sized businessmen without benefit of professional services. Advertising teachers should consider those who will be these non-professionals of the future.

Serious thinkers in the field of advertising are not too sure the occupation is as yet on a professional basis. The all too obvious lack of maturity and intelligence shown, especially in daytime radio and much newspaper advertising, is a sad commentary on our present civilization, or the advertisers.

Introduction of Advertising

The teaching should start on the informational or exploratory level. Beginning students need to have advertising "de-glamorized." This does not mean their enthusiasm should be dampened. It should be placed on a practical foundation. Advertising is selling and if, as a subject, it is made subsidiary to salesmanship (even by making sales a prerequisite course) it takes on a reality more in keeping with its practical objective.

The beginning student should be introduced to the whole, broad field of advertising—the printing salesman, the door-to-door research interviewer, the newspaper-

circulation man, the photo-engraver, the typographer, as well as the account executive with the "thirty dollar hand-painted necktie." He should know the need for good advertising in the non-glamorous, small-retailer field where advertising must pay, or it isn't used. He should see the tremendous need for creative, professional advertising salesmen to serve non-professional advertising buyers.

This process of indoctrination in advertising is necessary in a first course. It should be confined to information-giving rather than skill development. Too many basic advertising courses concern themselves with the making of advertisements, overlooking the fact that students know little of what these "intriguing prints" are about. Consequently, they continue to think that advertising is what is seen in the magazines and heard on the radio, when, in reality, that is only the part that shows. Like an iceberg, the part which is not seen carries the weight.

Advertising Applied to Product

A suggested graphic plan for the first course in advertising follows a new product from its inception straight through to the ultimate consumer. By organizing the class as a manufacturing firm, about to consider an advertising need, the students are placed in a position to grasp a realistic viewpoint.

Under this organization, students select the product with which the class will work. They gain a knowledge of different kinds of products and how these lend themselves to advertising. A choice of one appropriate for all types of promotion is made to give a broad study experience.

After selecting the product, the manufacturer's problems are examined. The company and product are named, prices are figured, and sales are estimated to develop an advertising budget with its foundation in the sales expected. All this preparation is aimed at getting the students started on a sound basis. Even classified advertising for salesmen may be considered; in fact, almost everything a manufacturer's advertising department might be called upon to do is taken up, time permitting.

¹Dr. Hans Zeisel, *Printers' Ink*, June 17, 1949.

"The process of indoctrination in advertising is necessary in a first course."

As the need comes to expand the advertising, the class drops the role of manufacturer and assumes that of the advertising agency. Organizing, financing, and account-soliciting are studied. A letter is "received" from the manufacturer inviting a presentation on the product previously discussed. The agency moves in with research, planning, and presentation. With the approval of the solicitation, the students follow through on the problems of layout, art, copy, media and production.

The next roles are those of media representative and production or printing representative who are concerned with photo-engravings, typography, and printing. The class back-tracks to the part of manufacturer to integrate advertising and sales promotion. It sees the salesman's use of advertising in furthering sales to the retailer. The ball is picked up again as the class acts as a retailer's advertising department, and advertising is integrated into the final merchandising step. In each situation the students are aided in assuming their roles with all the reality possible.

Cooperative Training Plan

The three hours of class a week of a three-unit academic course do not allow sufficient time for making layouts, writing copy and performing other duties which are often a part of the first semester advertising courses. The plan is extendable, however. It worked successfully in a twelve-hour a week vocational program which was coordinated with work-experience. The fundamental difference between the two programs was the amount of student activity required in actual research, preparation planning and production.

Graduates usually enter the field of advertising through minor jobs in production, copy or research. A course in principles alone rarely provides the specific knowledge necessary for those professionally-intentioned students to fulfill their immediate assignments on the job.

Almost universally, suppliers say advertising men know too little about production. Schools could offset this lack if they would emphasize production knowledge, such as the point system in measuring, type sizes, copy fitting, photo-engraving, choice of printing processes, and the like. A student, well-armed with this knowledge, would stand a much better opportunity making the start in advertising warranted by his several years of preparation.

Fundamental Requirements

Ability to start as a copy cub calls for a good background in English, plus journalism or literature, with the proper sales indoctrination. But being a good writer is not all. The student should have guidance in writing to sell within a prescribed number of words. The writer of advertising-matter writes according to a selling formula. If his copy is reduced, it has to be reduced in every particular. It cannot be chopped like that of the journalist. If the copy is broken up, it loses its effectiveness through failure to progress logically to the closing action sought.

Other fields in advertising call for research, for art, and for sales. Generalized studies help in each instance. Specific applications should be made beyond the elementary course—the extent being a matter of teacher experience, school offering, or degree of specialization.

Teaching of advertising needs both broadening and specialization. A greater understanding of its function should be promoted in the whole area of commerce. The non-professional user should be acquainted with the fact that advertising can be a profession. Advertising decisions should not be made to suit one's wife, or by a majority vote of six stenographers in one's office. They should be left to a person with both knowledge and ethics who is able to decide on a professional basis.

The professional student should be endowed with a code of ethics so that he would not be afraid to lead consumers to better buying. Sales-management is discarding the salesman who sells by means of bigger and better expense accounts. Yet, advertising men are still promoting bigger and better expense accounts in the form of soap operas, bathing beauty pictures, give-away shows and contests—getting immediate sales by expenditures rather than building for the future with constructive, selling-logic advertising.

There is room for education to go farther with the professional advertising student. Advertising curricula will have to be expanded to translate generalized subjects into specific developments as a way of ethical, legitimate selling in a professional manner. Then, like the doctor, maybe the graduating student could take an oath, too, which will contribute to the future dignity of advertising as a profession in every sense of the word.

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How to Teach Merchandise Analysis

No textiles or non-textiles training program is adequate until the principles of salesmanship are merged with merchandise analysis.

By JOHN W. ERNEST
Los Angeles City College
Los Angeles, California

In order to perform effectively on the job, salespeople and buyers must have a knowledge of their merchandise. Ask a salesmanager and he will be certain to include "knowledge of merchandise" along with such other important points as desirable personality traits and the ability to use sales techniques.

Distributive education has always provided for merchandise information in the cooperative training program. In addition, special courses in textiles and non-textiles have been offered to the retailer and his personnel. Very few courses of this type will be found among high school merchandising programs, probably because the merchandising program on the high school level has been badly neglected. Also, it isn't easy to find capable instructors to teach these courses.

Teaching Methods

We might ask, "Are the present methods of teaching textile and non-textile courses adequate?" No attempt will be made here to criticize, in detail, the present methods. Rather, we shall consider just what might be a good teaching job and then draw our own conclusions.

It is a simple matter with this type of course to pass out merchandise information as "chunks" of subject matter to be digested, as far as possible, by the student. Are we doing an effective job when we teach this material as "blocks of learning"? Can we honestly say that we are accomplishing worthwhile results by having boys and girls memorize the basic fibers, the types of weaves, the various tests for the identification of fibers? Is it enough to fill their minds with merchandise facts?

The answer must be "no." Such a course is no more than a program of acquiring merchandise information, with little or no attention given to the ways in which this information will be used in the stores. At this point, let us pause for a second to permit the author to state his belief as to the basis for teaching a course dealing with merchandise information. *Facts alone are not enough. It is the ability to use these facts that is important.* The goal of the training program should be to

show pupils the context in which the material is used and how to apply the material they are learning to actual situations in which they may later find themselves. The instructor should stress the scientific method of finding facts, analyzing, and interpreting these facts, and then using the facts to help customers buy with complete satisfaction.

What are these situations in which merchandise information is used? Nine-tenths of them are sales situations. No textiles or non-textiles training program is adequate until the principles of salesmanship are merged with merchandise analysis. It is not so much the facts that count as it is how the salesman uses these facts to get results. Customers are more interested in what the article will do than in what it is. The salesman who merely recites facts to a customer generally will not interest her in the merchandise. For example, telling a customer that a fabric is acetate rayon, vat-dyed, and sanforsetted will not make the customer want the cloth. She wants to know what these things mean for her.

Content of Course

The merchandise analysis course, therefore, must include the following principles of selling:

1. Customers' buying motives
2. How to turn facts into selling points
3. How to use facts in starting the sale
4. How to use facts in showing and demonstrating merchandise.
5. How to review facts in order to close the sale
6. How to use facts in suggestion selling

Merchandise facts, then, cannot exist separately from the techniques of selling. These two factors go hand-in-hand in the sales presentation. Therefore, they should be united in the training program. To accomplish this, the instructor must show pupils how to find facts, how to analyze them to determine which facts are important

"Facts alone are not enough. It is the ability to use these facts that is important."

in a sales situation and which are not, and finally, how to present the facts to the customer for effecting a sale. This is the reason for the term "merchandise analysis." Without the use of the scientific method of handling facts, and without the attempt to coordinate the fields of merchandise knowledge and salesmanship, the course would be better named "merchandise information," or should retain the present titles of textiles and non-textiles.

In order to show how the techniques of selling can be effectively combined with merchandise information, let us consider the idea of turning facts into selling points. As mentioned before, the customer is not interested in facts alone. She cares little about the tensile strength of the fiber, the characteristics of the different weaves, and the like. She wants to know what these facts mean to her. For example, as a salesperson in a hardware store, you might assemble the following facts about a screw-driver, which is a good buy for your customers:

1. It is hammer-forged.
2. The blade is hardened and tempered the entire length

3. It is made of selected tool steel
4. The handle is forever-locked
5. The handle is shockproof
6. The handle is made of plastic

Since the customer is neither interested in these facts nor understands them, you are confronted with the job of converting them into selling points—into the language of the customer. For the purpose of helping you get the whole picture about this item you could use the idea of a product analysis form shown as follows:

PRODUCT ANALYSIS SHEET

Product: Plastic-handle screw driver

FACTS	SELLING POINTS
1. Hammer-forged	The bit will not slip easily from the screw slot. The bit is the right size to fit most screws.
2. Selected tool steel	The blade is remarkably tough. Will withstand all kinds of rough wear.
3. Blade is hardened and tempered the entire length	This means that the bit will not twist or chip on heavy work.
4. Blade runs through the length of the handle	The handle is everlastingly-locked. The blade is locked securely in the handle so that it is practically impossible to turn or loosen in the handle, even under severe strain.
5. Handle is shock-proof	Will withstand up to 1,000 volts of electricity.
6. Plastic snug-fit handle	A long-wearing, comfortable handle. Fits right in your hands.

The product analysis sheet is a device to help the pupil, or salesperson, think about the article in terms of what it will do for the customer. It encourages pupils to assemble facts about the article and then convert them into the essential selling points. These selling points are the words, phrases, actions that are used by the salesperson in "putting over" the facts so that the customer will see the value of the article. The instructor could point out that if only the facts listed on the left side of the form were learned, the salesperson would experience extreme difficulty in interesting the customer in the merchandise. The pupil thus sees that there are two sides involved in this matter of using facts about the merchandise you sell.

This is one example of how the instructor can tie merchandise facts together with the field of selling. The merchandise analysis course may be enlivened with dramatizations, motion pictures, slide films, exhibits of actual merchandise, outside speakers, and conference discussions involving pupils who have been working in stores. In probably no other field of training are there so many fine and rich materials for presentation.

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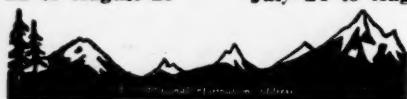
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**EARL G. NICKS, Chairman, Business Education Dept.
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"One of the first things the student of salesmanship must learn to do is to express himself."

How to Teach Salesmanship

The success of the instructor in teaching salesmanship will be in direct proportion to the opportunities he provides for students to be active in the classroom and business community.

By R. S. KNOUSE
New York State College for Teachers
Albany, New York

Much has been written and discussed concerning methods in the teaching of salesmanship. A large number of special classroom techniques and procedures have been heralded throughout the years. We have talked about the "telling" method, the "showing" method, and the "thinking" method, among others. Recommendations have been made that no one method should be adopted and used consistently but that there should be a variety of techniques and that they should be used interchangeably so that the classroom procedure will not become monotonous. All of this is good. Too many times, however, the busy teacher is apt to follow one routine teaching method with the result that student interest and learning lags. Often it is impossible to revitalize a class after this has happened.

I should like to recommend the student-project method of teaching as insurance against loss of student interest and retardation of the learning process. I believe that this method will do more to "pep up" a class than any other technique if properly alternated with other teaching methods.

Little can be accomplished without pupil participation. However, it is often difficult to secure the active interest and participation of certain students even though the teacher may qualify as an entertainer, actor, master showman, or classroom magician. The student project insures participation. Interest usually follows because the project is the student's own prized possession.

There are a number of student projects that can be used successfully in teaching salesmanship on both the high school and college levels. For example: "Ice-breakers," merchandise manuals, sales demonstrations, role playing, service-shopping reports, interview-dramatization, interview and report, store observation, judging window displays, and field trip and conference.

"Ice-breakers"

One of the first things that the student of salesmanship must learn to do is to express himself. This ability



John O'Connor (left), Joan Whitcraft (right center), and Norma Ginkich (right), students in merchandising at the New York State College for Teachers, Albany, discuss selling problems with Edward J. Riley, Sr., president of McManus & Riley, clothiers.

when adequately developed will give him poise and self-confidence that is so essential in successful selling. For this reason, opportunity should be given early in the course for each member of the class to express himself before the group. A brief period should be set aside daily for student talks. This period will serve as an "ice-breaker" so that members of the class may gain some experience in self-expression.

The class should be divided into committees because students appear to work with more confidence in groups. A different committee could be responsible for this activity. Students may start by telling brief sales incidents or humorous experiences. They may also prepare appropriate introductions for various potential local speakers and practice these before the class. When guest speakers are used the students can present them with ease and alacrity. Another possibility is the practice of social introductions. Later this period may be used for brief impromptu talks on various subjects. If one is to "learn by doing" he must be given an opportunity to "do."

Merchandise Manuals

The preparation of a merchandise manual can be an interesting and helpful project for the salesmanship student. After he has selected a product and learned about it a manual could be prepared which would include the following information: history and development of the product, materials used, manufacturing process, chief uses, selling points of the merchandise, possible objections, care of product, advertising and display, techniques of selling the product, and suggestion selling.

The merchandise manual is an excellent source of information for sales demonstrations and class reports. It provides practice in gathering information. It also emphasizes the importance of having a complete knowledge of merchandise before one can qualify as a real salesman.

Sales Demonstrations

The sales demonstration has always been one of the most important learning projects in the teaching of salesmanship. Because many students have not developed extrovert tendencies they may be hesitant about the sales demonstration and approach it with fear. I believe that the best method for introducing the group to this technique is through committees. If a committee is asked to put on a sales demonstration, the work can be divided and each student will share in the responsibility for the success of the demonstration. Through participation in several committee projects, he will gradually develop the confidence to "perform" individually. He should then present a complete sales demonstration composed of the following: getting the customer's attention, arousing interest, creating desire, closing the sale, and increasing the sale through suggestion.

It is assumed that all students shall acquire some background of merchandise information previous to the use of merchandise in classroom demonstrations. They will then be able to judge the effectiveness of the techniques used in these student activities.

Role Playing

Role playing is very similar to the activities involved in presenting a sales demonstration. It is merely the creation of a situation with various students playing the parts of different persons. While the sales demonstration is usually an activity that is planned in advance and carried out as planned, role playing should not be rehearsed. Students will, therefore, gain practice in handling sales problems that approximate actual store situations. It has the added advantage that a number of students may in turn play the same part. This is especially valuable in teaching the techniques

of selling. For illustration, let us assume that we want to teach the proper method of selling to the "suspicious" customer. Suppose a customer has come into our store after getting what she considers a "poor buy" at a competitor's store. While examining a shirt, the customer remarks that the quality seems poor. How shall the salesperson proceed to allay the fears of the customer and make a successful sale? With this situation established and one student playing the role of the suspicious shopper, a student will be selected from the group to play the part of the salesperson. Several persons may in turn play the role of the salesperson and each of the demonstrations may be followed with discussion. By actually participating the student will gain experience in handling the situation and at the same time develop a greater appreciation of the problem involved. This technique can be effectively used for practicing a great variety of selling situations.

Service-Shopping Reports

The service-shopping report is an excellent device for building proper customer attitudes and analyzing sales techniques. In this type of project, each member of the class makes one or more purchases in a selected store. Each sale is then analyzed in report form. This form will usually include sections for recording the appearance of the salesperson and the degree of courtesy, interest, helpfulness, and efficiency shown in completing the sale. It may also include a section for checking the use of selling points and suggestion selling. The proper procedure for setting up and completing this type of project includes the following:

1. Arrange for project with merchant
2. Prepare report form and duplicate copies
3. Discuss project in class and assign specific purchases to each member
4. Analyze products to be purchased
5. Complete shopping trip
6. Type reports in duplicate
7. Prepare a statistical summary
8. Submit one copy of each report and the statistical summary to the merchant
9. Discuss individual reports and summary in class

As a rule students will be unable to finance their own purchases especially if a variety of differently priced items are purchased. Usually the merchant will be glad to turn over a sum of money to the instructor who can then give the proper amounts to individual students. Immediately after the students complete their purchases they may return the merchandise to the store and the unexpended amounts to the instructor who will then be

"The service-shopping report is an interesting and valuable educational project."

accountable to the merchant for the difference between the total for the goods returned and the sum of money advanced. Another method would be for each student to get an amount of money from the store office, make his purchases, and then return both merchandise and change to the store office.

The service-shopping report is an interesting and valuable educational project and, as an occasional service to the merchant, it is also an excellent public relations device.

Interview-Dramatization

The interviews—dramatization technique involves an interview with a merchant by two or more students and then a dramatization of this interview before the class. This can be used effectively in teaching the unit on "Applying for a Sales Position." After the instructor has made the proper arrangements with the personnel director, two or three students should serve as a committee and present themselves for an interview. While one person is being interviewed, the other members of the committee should observe and take notes. The interview should then be duplicated before the class with members of the committee taking the parts of the personnel director and the applicant. The technique of both the personnel director and the applicant can be analyzed by the class and discussed at length. If several of these interview-dramatizations are conducted the group will gain valuable experience that will assist them when they actually apply for a position in a store.

Interview and Report

This technique is similar to the interview-dramatization technique. However, the interview is not duplicated in the classroom. Instead of a dramatization, the members of the committee present a complete report of the interview. This technique also requires that a number of questions be prepared in advance. It can be used for getting a variety of information including opportunities in retailing, store policies and procedures, merchandising practices, and sales techniques.

Store Observation

Since the greatest opportunities for beginning employment are in retailing, the major emphasis for most salesmanship courses should be on the retail field. Students must become alert to the problem, techniques, and practices of the merchant. They must become interested in merchandise and merchandise information. One of the best ways to develop this alertness and an interest in merchandise is to send students to stores for observation. For example, individual students may be asked to visit specific stores and report on merchandise displayed

in one of the departments. The following is a typical outline of this type of store observation:

Select an item of merchandise that appeared in the _____ store newspaper advertisement today.

Visit the department in which this merchandise is sold.
Prepare a report based on the following outline:

Name of article	Possible objections
Description	Care of merchandise
Uses of merchandise	How does merchandise compare with newspaper advertisement?
How displayed	General comments
Other possibilities for display	
Selling points	

In some instances, it may be desirable to combine this type of store observation with the salesperson's interview in order to secure the information or additional data.

Another project involving store visitation and observation may be built around the theme, "Why I like to shop in the _____ store." The following outline may be used:

1. Visit your favorite store.
2. Explain your reasons for liking to shop in this store after observing the following:

Store location, layout, and equipment	Store services
Display	Selling techniques
Store policies	General comments:

Students may also be asked to observe and report on the organization for special promotions and on specific store practices. The alert teacher will make opportunities to get students into stores for purposes of observation and analysis.

Rating Window Displays

After a study of the principles of display, an interesting and practical project may be planned in which each student in the class rates specific window displays. It is best to rate the displays of stores that have similar operations. For example, a number of stores that sell about the same quality of men's wear might be selected. There are numerous rating scales for window displays but the following has been found to be satisfactory:

Attention value, 20 points	Selling value, 40 points
Stopping value, 20 points	Technical value, 20 points

After each student has made his evaluation, the ratings should be summarized and placed on the blackboard. Students should then be given an opportunity to compare their individual ratings with this summary. As a

(Continued on page 24)

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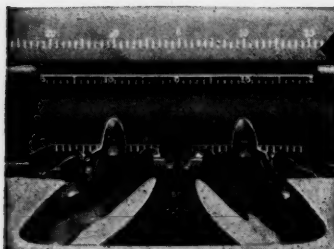
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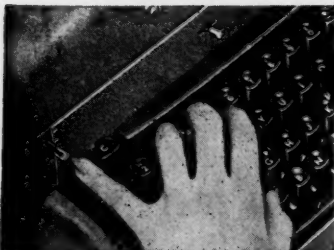
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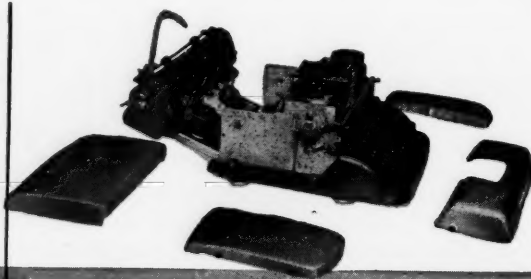
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"... the field trip and conference can be a very effective technique in acquainting students with stores and their operation."

rule, the student discussion which follows should be so lively that the instructor must of necessity assume the role of "referee."

Field Trip and Conference

This is another attempt to get the salesmanship student into the store. It involves a field trip by the entire class for both observation and a conference with a member or members of the store staff. It can operate most effectively if the school is organized to release the members of the class for two to three periods. This will give sufficient time to get to the store, make the observation, and spend some time in conference. The purpose of this type of project is to get practical information concerning the practices and operation of the various departments of a store. This combines the features of the field trip and the guest speaker. Many times the student does not have sufficient time to ask questions during the actual field trip. If a period of time is set aside, preferably in the conference room or away from the distractions of store work, the student can then ask the questions under

favorable conditions. The guest speaker in the classroom can make an excellent contribution but the store executive is usually more at ease and at his best in familiar surroundings. For this reason, I believe that the field trip and conference can be a very effective technique in acquainting students with stores and their operation.

Conclusion

These suggestions would not be complete without a plea for a properly equipped salesmanship room, actual work experience, visual aids, and all of the other factors which are so essential for ideal learning.

The textbook is a useful and necessary teaching aid and should not be ignored. However, in order to make salesmanship the living thing that it is, students must be given an opportunity to practice what they learn. The success of the instructor in teaching salesmanship will be in direct proportion to the opportunities he provides for students to be active in the classroom and in the business community.

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UNITED SERVICES

SHORTHAND

THELMA POTTER BOYNTON, Editor
ANN BREWINGTON, Associate Editor

SHORTHAND LEARNING TEST

Contributed by Anne Hammond, Western Carolina Teachers College, Cullowhee, North Carolina.

EDITOR'S NOTE: Every shorthand teacher hopes that at the end of the shorthand course his students will be able to read shorthand and understand the thoughts being read, to construct outlines for unfamiliar words, to write shorthand at a good speed, and to transcribe the written shorthand notes satisfactorily.

Probably the easiest way to be sure these goals are achieved at the end of the shorthand course is to achieve them each day of the course on the material with which the students are at the moment working.

Miss Hammond had this in mind when she constructed the following test for use with Chapter I in the *Gregg Shorthand Manual Simplified, Functional Method*. Perhaps you would like to measure your own students' achievement of the goals she states for the test. Miss Hammond and the shorthand editors would be pleased to know how your students make out on the test.

The following story "Back to College" is to be used as a test at the end of Chapter I, *Gregg Shorthand Manual Simplified, Functional Method*. Copies of the test written in shorthand should be given to the students, or a copy of it may be written on the blackboard and erased after the reading part of the test is completed.

Back To College

Leaving home is not easy, but I need college training.

The college to which I am going is at Black Ridge in high open spaces with tall hemlock trees near by.¹ Steps there are of flat stones. Green vines grow on the rock fence. At the edge of the premises is a deep river with a narrow bridge across it.

My bags² are packed. The small bag is packed with neckties, a safety shaving set, knife, silver comb, shears, even soap.

I shall drive my car, but will put it in the parking³ lot, as the garages are for teachers. Later, in the library, I will meet teachers in charge of arranging classes for the following day. At three of the clock I can⁴ play golf or go riding.

Chicken, peas, ice cream, coffee, will be served at the evening meal in the rear of James Hall.

No lessons to bore me, I shall sleep.⁵

Analysis of Content

The story contains: 155 running words; 105 different words; 65 brief forms; 16 possible phrases; 50 per cent new words after brief forms are deducted. New words are based on Horn's List of 5000 Most Used Words.

The following consonant combinations and their frequencies are included:

bl 1	dr 1	pr 1	sp 1
br 1	fl 1	sl 1	st 2
cl 1	gr 1	sh 2	tr 2
cr 1	pl 1	sm 1	th 1

What the Test Measures

The test was devised to measure the student's ability to comprehend what he reads, to apply the principles in Chapter I to unfamiliar words, to take dictation at 100 words a minute, and to transcribe the shorthand notes.

Directions for Giving Test

1. Students read the story in shorthand for *one minute*. When time is called students draw a line after the word being read and turn the test face down. If they are reading from the blackboard, they will write the word they are reading.
2. On another sheet of paper students write for *three minutes* as many ideas as they can remember were expressed in the story. The ideas should be expressed in short complete sentences.
3. The teacher dictates the story in *one minute and thirty seconds*.
4. Students are allowed *ten minutes* to transcribe the story.

Directions for Scoring

1. *Reading:* Allow *one point* for each whole section of the reading matter. The reading sections are indicated by superior figures.
2. *Comprehension:* Allow *two points* for each idea. *List of ideas:* college at Black Ridge; lovely premises; bags packed; arranging classes; evening meal; no lessons; sleep. *Acceptable wording:* The college is at Black Ridge; his bags are packed; there is a river near the premises.

(Continued on page 42)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

DEVELOPING ACCURACY AND SPEED CONCURRENTLY IN BEGINNING TYPEWRITING

*Contributed by Sister Marie Enda Kennedy, O. P., Holy
Rosary Convent, New York, New York.*

It is gratifying to realize that in the teaching of beginning typewriting there is a definite trend to seek release from the forces of tradition, those forces which kept us lagging, stretched out time in the teaching of typewriting, and which failed to bring about the desired results. We have trends because many teachers, desirous of improving their methods of teaching, tested and evaluated certain implications of research and then reorganized their methods. Of course, the danger with trends lies in two extremes. One extreme is reached by those teachers who confuse "ideas" with trends and adopt the former without first considering the fundamental principles on which they are based. The other extreme is the inability or unwillingness of typewriting teachers to evaluate research in a critical manner. Thus, they refuse to leave the realm of unmodified and often outmoded methods of teaching.

We must pay tribute to those who not only recognized the complexity of the typewriting activity, but analyzed it, and applied to it the accepted principles of psychology and the tremendously important findings in the field of motion studies. Our better methods of teaching today are the result of scientific study and experimentation by these educators who were dissatisfied with conventional procedure. We owe a special debt of gratitude to them because their work is making it increasingly easier to maintain the subject of typewriting in its rightful place in our program of education.

One of the most progressive movements in teaching beginning typewriting has for its aim the teaching of accuracy and speed concurrently. In the past some of us labored under the misconception that the slow-but-sure typist would best achieve the goal of the course, accuracy. We failed to see that the slow typist could be *just slow*. We may have encouraged the student who gave deep thought, deliberation, and slow motions to the typing task, not realizing that the deliberation was aimed at the mechanical details, with the result that it was not at all unusual for the slow person to be also an inaccurate typist. Some, too, allowed the simpler psychology of animal training to dominate their views while the more important *human* psychology was overlooked.

The effort was made to establish fixed finger habits, forgetting that the fingers, although they play a large part, are only incidental tools. Their motions in typewriting should be an example of intelligent behavior.

In typewriting, we are concerned with human actions, and when it is a matter of human actions, science is always on the outside, looking in. For a more accurate story, we must get closer to the inside; we must go beyond the "how" to the "why." In short, we, and our students, too, must be philosophers. It must be remembered that no teacher can force the development of a skill within an individual; development must come from within the individual himself. Psychology should be employed by teachers and play a significant part in our work in the classroom—a tremendously important role in the teaching of beginning typewriting.

Eliminate "Speed" and "Accuracy"

Our first concern in the attempt to teach accuracy and speed concurrently is to act in a somewhat paradoxical manner by ridding ourselves of the words "speed" and "accuracy" and uniting them into a trinity of aims. Our first aim is perfection of *technique*, not perfection, of typescript. During the beginning periods we should be more concerned with the *way* the person types than with *what* he types. We must help him rid himself of beginner's behavior by *conditioning*. All too frequently, the average child does not profit to the limit from his training or experience. In its physiological aspects, this is due largely to the fact that not enough attention is given to the conditioning of reflexes when the child is beginning to form habits in which useful skills are concerned. So, we begin with correct *motions* and the realization that correct motions are *fast* motions. They are shorter, sharper strokes and follow along entirely different paths from those followed by slow motions. We do not subscribe to the past over-emphasis on accuracy propagated by those who falsely saw real value in slow-but-sure repetition and by those who sought one hundred per cent perfection of copy in the beginner's work. Primary emphasis should be directed first to technique, then to fluency or speed; these will inevitably result in accuracy.

The barrier to typewriting speed is hesitancy and the seat of this uncertainty is in the mind. It is the mind which sends the signals to the fingers. We must realize that we cannot separate typewriting motions from ourselves. The whole body, the whole person, dominated

by the brain, types. Learning is thinking, and learning to typewrite involves much personal problem solving. Obviously, it is our job to help our pupils learn how to make fewer, faster, easier motions which will result in fast, accurate typing. The thinking which we have just mentioned begins with the desire to *do*. Capitalize on this initial interest of beginners by introducing them to the keyboard rapidly but get them into meaningful material as soon as possible. There is little justification for introducing all machine parts at the initial learning stage; introduce them simply as they are needed. Too, do not increase the mental confusion of the learner by the use of charts on which he sees keys scattered over a wide area. Remove all blinds, covered keys, and so forth. Limit the area of concentration!

Permit the pupil to use his eyes to locate and guide his finger directly to the right key. Sight is the supreme sense; no other sense equals the clearness of a visual check by the eyes. Further, we highly recommend the showing of a slow-motion picture of correct stroking motions even before the student attempts the typing so that he may see all the aspects of the complete motion. Then you, as instructor, should give verbal directions and demonstrate correct fast stroking with a snappy rebound from the key. Next, coach the youngster to discover the same stroke for himself. Emphasize the quick get-away and inject the matter of relaxation between strokes. Gradually, the pupil's slow, awkward, and excessive motions of his hands, arms, fingers and entire body are diminished. Teach him the correct motions that will result in accurate typing but don't mention the word "accuracy." If you do, you will immediately set up a barrier—a high tension wall. As you demonstrate a correct, fast stroke, tell the pupils to listen. Let them note the difference between that sharp staccato stroking and the slow tapping stroke in the same slow rhythm. Get them to try the stroke and catch the same sharp sound. They will quickly "feel" the difference between the light staccato touch and the slow-but-sure push stroke. Moreover, you will have let them experience the dissatisfaction born of the latter motions and they will be anxious to rid themselves of cumbersome tensions and unnecessary motions. Let them discover how much even partial relaxation does for them in getting rid of this tension.

Eliminate Isolated Letter Stroking

Isolated letter stroking is not typewriting. Faster typing motions are made possible by the use of sequences; that is why we insist that even in these first learning stages when we must drill a certain key stroke, we get the new stroke immediately into a digraph, such as *de*. No sustained practice should be done, however, on even

the digraphs. Get that pattern set into a word, such as *due*, and then automatize words in very short sentences. The length of these sentences should be gradually increased. Three stages of learning are going on simultaneously—letter-association stage, syllable and word-association stage or the expert level. We want the pupils to practice on these three stages at the same time. That means there is no place for isolated letter stroking or nonsense drills. At the outset, it is true, we teach the boys and girls to find the particular key and teach him how to catch this ballistic stroking pattern. Once they have that, all the strain and tenseness in the finger muscles disappear and these stroking patterns are organized into a felt rhythmic pace. Note that we permit the pupil to look at the keys to get the direction—they are not typewriting from copy—but in this, as in every typing technique desired, give them the *why* and explain what a serious disadvantage it will be if they persist in looking. This early mastery of the keyboard is chiefly a mental ability. While the first finger is stroking, the second finger is starting for which Dvorak calls its "play for position" and is overlapping its stroke with the first. It is by this overlapping that the succession of the key strokes is fused into one complete sequence.

We realize the beginner cannot supply expert speeds from the start. Teaching the child to be a fast typist is to teach him to simplify his actions, cutting out needless arm and hand motions until the fewest possible remain. Don't allow your pupils to become unduly disturbed if they fail to get pure finger motion. It is far better that they rid themselves of tension, strike sharply, and relax away any restraint.

Accidental, Incidental, or Chance

In this approach, fast, accurate typewriting is learned as a unified whole. We work on conditioning the motions and, eventually, as the pupils improve their motions, fusing right motions at the best speed, accuracy will be produced. Early errors, which are usually accidents, receive no reinforcement and disappear automatically. If the pupils work on directing their fingers to key locations with the fewest, smoothest, quickest possible motions with sharp stroking and quick rebound, fumbling will be overcome. Overlook a few misdirected key strokes. They mean only that some word or sequence is not yet automatic, but with intelligent drill will become so. Minor errors in the beginning are perfectly normal; one hundred per cent accuracy is not. Think of correct motions first, speed second, accuracy last. The boy or girl who has been trained to maintain a high per cent of accuracy of typescript from the beginning risks the adoption of a slow punch-stroke or a light

UNITED SERVICES

TYPEWRITING

tapping-stroke. His accuracy problem apparently settled, he is led to the next goal, speed. It is extremely unfortunate that he has no realization that this is a totally new job. New muscles must now be employed, less energy, fewer and smaller units of his hand and arm. What should be an extremely satisfying experience often becomes a discouraging one as he loses control and all too early meets the inevitable plateau. His slow motions set to a faster tempo just won't fit together.

After the preliminary period, the pupil should feel "at home" within the framework of the keyboard. His fingers are free for faster, quicker stroking, adopt a feeling of confidence, and are able to take new words with little hesitancy. At least one study reports that this initial period of beginning typewriting, sometimes called the keyboard relationship period, is about over when the slow finding motions achieve approximately twenty words a minute.

Is this teaching accuracy and speed concurrently? Definitely! Those who fail to see this are experiencing some confusion about *rhythm* and *speed* in typewriting. Up to this point we have been after *fast motions* with a

slow rhythmic pattern. Rhythmic typing refers to the staccato blow which is immediately retarded and relaxed up from the key. There is no regular monotonous allotment of a regular time for each stroke. For example, we have the youngster type the reach from "d" to "e", pausing between the reach but without thinking of the pause as such. Rather, we get him to think of it as the *thought time* for the next sharp, fast stroke. Automatic conditioning gradually shortens the time between the stroking and its signals, so that the pace gradually quickens. This is what most of us think of as increased speed. Rhythmic typing is maintained as long as you have a succession of quick beats and partial relaxation. The rhythm is destroyed by hesitations and jerky stroking. (As the students progress in their practice, encourage them to bring into this rhythmic pattern all the other touch manipulations of the machine, such as the carriage throw and shift key.) Too many teachers mistake *regularity* for rhythm. It is definitely not a matter of determining time intervals. Somewhat like a runner who slows his pace as he approaches a hurdle but yet maintains a regular, uniform stride, the typist may decrease the pace but still maintain a rhythmic pattern. If from the very beginning of his typing he is conscious of working with rhythmic control, he will rarely lose control later on the expert level, for he will know how to maintain his regular, uniform stroking when he faces a "hurdle." Once over that he will quickly swing back into the faster tempo again. The rhythm need not be broken for the widest variations in time for different letter combinations. This is one of the best guarantees of sustained keyboard control.

It is well then to rid ourselves of the absurdity of separating speed and accuracy. Both should interact. Establish typewriting technique as the primary aim, emphasizing fast correct motions without mentioning accuracy; fluency (rate or speed) or rhythmic staccato stroking should be the second aim.

In teaching keyboard mastery with the "positive" approach, the teacher needs to bear in mind that his pupils need no artificial "lifts" but that they do need the reality of dynamic, purposeful demonstrations by the teacher himself. This, coupled with encouragement in the practice of fast motions fitted together at the best rate they can handle without any undue forcing, will achieve the speed of the experts in so far as may be reasonably possible. Pupils must be effectively motivated by the instructor's ingenious, effective ways, and, above all, the real teacher remembers that typewriting is the subject matter and he is a teacher of men. He must be a philosopher, able and generously willing to study his pupils, to note their individual differences and needs, and seek the best ways to meet them.

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UNITED SERVICES BOOKKEEPING AND ACCOUNTING

MILTON C. OLSON, Editor
FRED C. ARCHER, Associate Editor

SIMPLIFYING THE LANGUAGE OF BOOKKEEPING

*Contributed by Henry Owen, James Monroe High School,
New York, New York.*

EDITOR'S NOTE: *At times bookkeeping teachers become very discouraged because their students make errors which seem to indicate a lack of knowledge of simple fundamentals. Mr. Owen gives these teachers some encouragement.*

In the business world even the dumbest of individuals knows the difference between a check received from a customer and a check sent to a creditor. And yet many bookkeeping pupils record payments of cash in the cash receipts journal and receipts of cash in the cash payments journal. One reason for this is not difficult to find. Pupils often make serious errors of this type because of the language used in some bookkeeping textbooks.

Some examples, here are some statements taken directly from bookkeeping textbooks:

Received a shipment of merchandise from Annin.
Shipped merchandise to Morrison.
Received invoice from Miller.
Received goods from Hoekscher.
Filled Fairchild's order.
Received a case of goods from Dennis.
Simpson paid his note.
Moody's note was paid by him.
Moore paid for invoice.
Baker paid his account.
The firm issued its 30 day note to Sprague.
The firm met its note in favor of Grinthal.
Weber returned merchandise.
Sent a credit memorandum to Knox.
Made an allowance to Rogers.
Lorimer allowed us credit for a shortage.
Received a credit bill from Borgman.

Many pupils have difficulty in identifying themselves with the person for whom they are supposed to be making bookkeeping entries. In the transaction, "Weber returned merchandise," for example, they are not sure whether they are keeping books for Weber or for someone else. Many pupils will assume the incorrect situation without realizing their error. Other pupils, with doubts in their minds, will not take the trouble to determine the correct situation but will guess, oftentimes incorrectly.

In simplifying the language of bookkeeping, the fundamental thing to remember is to maintain the point

of view consistently, and that point of view should be of the person for whom the books are being kept. Use of the personal pronoun is recommended. What is it that happened to *us*? Writing, "Jones sent," is unsatisfactory. "Received from Jones," might be all right.

When the pupil reads, "Baker paid his account," he sees the word, "paid," and proceeds to record the transaction in the cash payments journal even though Baker is a customer and is paying us. To maintain *our* point of view, the transaction could be worded, "Received cash from Baker on account."

The statements, "Received a shipment of merchandise," and "Shipped merchandise," can be very confusing to immature students. Certainly in business, they would be able to distinguish a sale from a purchase. Why must we make it difficult to understand what is happening when we set up transactions for recording in

(Continued on page 41)

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UNITED SERVICES

MODERN TEACHING AIDS

HARRY Q. PACKER, Editor
LEWIS R. TOLL, Associate Editor

MODERN TEACHING AIDS FILM GUIDE FOR THE TEACHING OF SALESMANSHIP

Contributed by William R. Blackler, Chief, Bureau of
Business Education, State Department of Education,
Sacramento, California.

Key: si FS—Silent Filmstrip; so FS—Sound Filmstrip; si MP—
Silent Motion Picture; so MP—Sound Motion Picture. (Motion
Pictures are 16 mm.)

Films listed under distributor's name, and distributors arranged alpha-
betically.

Title and Type of Aid	Distributors	Rental or Sales Cost
"Two Salesmen in Search of an Order." (so MP)	Association Films, 351 Turk Street, San Francisco, Calif.	Free
"It's the Little Things that Count." (so MP)	Association Films, 347 Madison Ave., New York, N. Y.	Free
Firing Line Films Series: (all so FS) "How to Lasso Your Pros- pect's Ear" "How to Make Your Voice Help You Sell" "How to Make a Demon- stration Sell" "How to Make Your Pros- pect Say 'I See'" "How to Take the 'Ice' out of Price" "How to Make a Sale Stay Sold"	Audi-Vision, Inc., 285 Madison Ave., New York 17, N. Y.	Rental — \$27.50 for six months when set becomes property of pur- chaser. Sale—148.50 for six films.
"Approach to the Customer" (so MP)	California Commer- cial Films Co., 9629 Brighton Way, Bev- erly Hills, Calif.	Inquire of dis- tributor
"One for All" (so MP, 30 min.) (Selling Parker Pens)	California Commer- cial Films Co., 9629 Brighton Way, Bev- erly Hills, Calif.	Free
"Along Main Street" (so MP)	Coca Cola Bottling Co., nearest center	Free
"The Human Touch" (so MP)	Coca Cola Bottling Co., nearest center	Free
Step-Up Sales Plan Series: (all so FS) "Let Me Live" "Those First Few Min- utes" "Making Your Store Stick" "Show 'Em and Sell 'Em" "Up Pops the Devil" "Over the Hurdles" "Filling in that Dotted Line" "Carry On"	Commercial Films, Inc., P. O. Box 7, Cleveland 21, Ohio	Sale—\$250, set
Opportunity Series: (all so FS) "The Aisle of Opportu- nity" "Tell More Sell More" "Making Maximum Sales" "The Will to Please"	Commercial Films, Inc., P. O. Box 7, Cleveland 21, Ohio	Sale—\$82.50, set
Training the Dairy Salesman Series: (all so FS) "How to Get New Cust- omers—Part I" "How to Get New Cust- omers—Part II" "How to Re-Sell Cust- omers Who Have Quit" "How to Make Collec- tions"	Commercial Films, Inc., P. O. Box 7, Cleveland 21, Ohio	Sale—\$150, set \$17.50, each

Title and Type of Aid	Distributors	Rental or Sales Cost
"Building Loyalty and Good Will" "Holding New Customers Against Competition" "How to Sell More By- Products" "Stop and Go Selling" "Am I the Man?" "Bottoms Up"		
Be Helpful Series (all so FS) "It Can Be Fun" "Come on In" "There is a Knack" "Show Business" "Added Attraction"	Crowley, Milner and Co., Detroit, Mich.	Make inquiry of distributor.
Selling Against Resistance Series: (all so FS) "How to Close Without Tricks or Trap" "How to Make Selling Points Penetrate" "How to Overcome Objec- tions Unobjectionably" "How to Out-Sell Compe- tition" "How to be a Good Pub- lic Speaker Sitting Down" "How to Make a Custo- mer Like You, Trust You, and Stick to You"	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$225, set
"Double Horseshoes." (so FS)	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$25.00
"Compliment Club." (so FS)	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$75.00
Helping People Buy Series: (all so FS) "The Retail Store" "Store Stock in Trade" "The Store's Personnel" "The Store's Customer"	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$100, set
Modern Retail Salesmanship Series: (all so FS) "The Knack of Greeting Customers" "How to Use Suggestion Selling" "Know Your Merchandise to Sell It" "How to Handle Custom- er's Objections" "Closing Sales by Helping Customers Buy" "How to Develop a Win- ning Personality" "Winning Friends for Your Store"	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$70, set
Life Insurance Selling Se- ries: (all so FS) "The Other Fellow and You" "Help Wanted" "Let Him Talk" "The Inner Man" "Objection Overruled" "Close Ups" "Right This Way"	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$100, set
Strategy in Selling Series: (all so FS) "Planning the Sale" "Getting Better Inter- views" "Making the Presenta- tion" "Disposing of Objections" "Closing the Sale" "Managing Your Time" "The Way to Leadership"	Dartnell Corporation, 4660 Ravenswood Ave., Chicago 40, Ill.	Sale—\$70, set

UNITED SERVICES

MODERN TEACHING AIDS

Title and Type of Aid	Distributors	Rental or Sales Cost	Title and Type of Aid	Distributors	Rental or Sales Cost
<i>Keynotes to Successful Selling Series:</i> (all so FS)	General Service Publishing Co., 515 Madison Ave., New York 22, N. Y.	Sale price varies according to employee numbers	"Sell as Customers Like It." (so MP) (selling drugs)	Johnson and Johnson, 645 Howard, San Francisco, Calif.	Free
"A Journey with Mr. Key"			"You're in the Show Business." (so FS)	Lever Brothers Co., 50 Memorial Drive, Cambridge 39, Mass.	Free
"Character Readings with Mr. Key"			"Salesmanship." (so FS) (grocery selling)	Libby McNeil, 60 California St., San Francisco, Calif.	Free
"A Study in Showmanship with Mr. Key"			<i>Modern Talking Picture Series:</i> (all so FS)	Modern Talking Pictures Services, Inc., 9 Rockefeller Plaza, New York, N. Y.	Inquire of Distributor
"Mr. Key Makes a Three-Way Appeal"			"How to Deliver a Sales Presentation"		
"Mr. Key Chooses the Middle Way"			"How to Make a Sales Point Hit"		
"Mr. Key Studies a Mail Order Catalog"			"How to Make a Sales Presentation Stay Presented"		
"Mr. Key Analyzes Some Winners"			"How to Make Your Sales Story Sell"		
"Mr. Key Discusses Some Extras"			"How to Remember Names and Faces"		
"What is Salesmanship?" (so MP)	Hollywood Pictures, 106 So. Church St., Charlotte, N. C.	Sale—\$48.50 Rental—\$10.00	"How to Win a Sales Argument"		
<i>Sales Training Series:</i> (all so MP)	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$100.00 B & W—\$50.00	"The Autopsy of a Lost Sale." (so MP)	Modern Talking Pictures Services, Inc., 9 Rockefeller Plaza, New York, N. Y.	Special rental rates. Contact producer
"Selling Your Personality"			"Word Magic." (so MP)	Modern Talking Pictures Services, Inc., 9 Rockefeller Plaza, New York, N. Y.	Special rental rates. Contact producer
"The Right Approach"	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$75.00 B & W—\$37.50	"Modern Salesman." (so MP)	Mogull's Camera and Film Exchange, Inc., 68 W. 48th St., New York 19, N. Y.	Rental—\$1.00 per day, \$3.00 per week.
"Who Threw That Monkey Wrench"	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$90.00 B & W—\$45.00	"Setting the Pace These Changing Times." (so MP) (carpet salesman)	Mohawk Carpet Mills, Advertising Dept., Amsterdam, N. Y.	Free
"Success Story"	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$85.00 B & W—\$42.50	"Design for Selling." (so FS) (grocery selling)	National Association of Retail Grocers, 360 N. Michigan Ave., Chicago, Ill.	Free (contact local association office)
"Sense Into Dollars"	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$125.00 B & W—\$62.50	"Strategy for Selling." (so FS)	National Association of Retail Grocers, 360 N. Michigan Ave., Chicago, Ill.	Free (contact local association office)
"Telephone Technique"	International Film Bureau, Inc., 6 No. Michigan Ave., Chicago 2, Ill.	Sale Price, Color—\$90.00 B & W—\$45.00	"Personnel for Selling." (so FS)	National Association of Retail Grocers, 360 N. Michigan Ave., Chicago, Ill.	Free (contact local association office)
"Face in the Mirror." (so MP)	Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan, or local distributor.	Sale—\$122.50	"Where Rainbows Begin." (so FS)	National Cash Register Co., Dayton, Ohio, or local branch office	Inquire locally
"The Things People Want." (so MP)	Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan, or local distributor.	Sale—\$125.00	"Challenge Across the Counter." (so FS)	National Cash Register Co., Dayton, Ohio, or local branch office	Sale—\$5.50
"Selling America." (so MP)	Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan, or local distributor.	Sale—\$66.00	<i>Department Store Cash Register Procedure Series:</i> (so FS)	National Cash Register Co., Dayton, Ohio, or local branch office	Sale—\$35.00 Rental—free
<i>Selling in America Slide Film Kit Set:</i> (all so FS)	Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan, or local distributor.	Sale—\$130.00, set	"How to Use the Authorization Forms"		
"Getting Them Talking"			"The Cashier-type Cash Register"		
"Being Agreeable"			"Cooperation in Using Your Cash Register"		
"Getting Together"			"When You Go to the Selling Floor"		
"Keeping Your Neck In"			"Transactions Requiring Sales Slips"		
"Telling the Whole Story"			"The Charge-Take Transaction"		
<i>Behind the Counter Kit Set:</i> (all so FS)		Sale—\$150, set	"Your Cash Register"		
"Enthusiasm Behind the Counter"					
"Sincerity Behind the Counter"					
"Helpfulness Behind the Counter"					
"Attentiveness Behind the Counter"					
"Friendliness Behind the Counter"					

(Continued on page 42)

UNITED SERVICES

BASIC BUSINESS

HAROLD GILBRETH, Editor
RAY G. PRICE, Associate Editor

CHARACTER TRAINING TECHNIQUES

*Contributed by Winifred West, Broad Ripple High School,
Indianapolis, Indiana.*

*Some build bridges, some build roads,
These bring security, and joy.
I prefer you build the character
of a priceless girl, or boy.*

—Harriet Ritter

Teachers have received excellent training in the methods of presenting subject matter but their training in methods of developing character has received less attention. Teachers are privileged to help mold the characters of their pupils. This privilege should not be overlooked.

No method can guarantee perfect results for all pupils but there are some techniques which have been proved beneficial in helping pupils develop their personalities. Special classes in personality training are not necessary, but continual application of certain techniques often brings results. Following is a list of some suggested techniques:

The technique of knowing what characteristics you want to develop. People with pleasing personalities differ in many respects but there are certain characteristics common to all. These characteristics are the essential ones and should head the list. Four of the characteristics listed in most studies and therefore believed to be essential to the development of good personality are (1) absolute sincerity, (2) interest in people and in things that interest other people, (3) faith in things and people—not easily discouraged, and (4) a sense of fairness and justice. To these should be added other traits and characteristics which the studies have also indicated as desirable in business, such as dependability, courtesy, initiative, judgment, loyalty, resourcefulness, ambition, appearance, industry, and adaptability.

The technique of example. People are influenced by personalities around them and in turn, influence others. Therefore, we as teachers should strive to give examples of right influence. We should be happy in our work, neat in appearance, interested in people, prompt to class, even tempered. We should speak distinctly and pleasantly, be definite in procedure, and in short, practice what we preach.

The technique of example applies to acquainting pupils with the lives of influential men and women. The author of *Peace of Mind* said, "Children cannot grow without reliance upon strong adults. Inspiring heroes, martyrs, leaders, teachers are indispensable for human achievement." The study of the lives of great men and women help mold the character of youth and

help youth construct a desirable philosophy of life. Pupils need a dream toward which to work.

Teachers should use the technique of example in recognizing courtesy, good judgment, and other commendable qualities. Pupils should also learn to know satisfaction within themselves for a way of life without expecting or seeking outside recognition.

The technique of acquainting the pupils with the importance placed on personality. Post on bulletin boards the results of surveys showing traits voted most important by businessmen. Show the pupils reference forms issued applicants by both industry and colleges. Point out the various personality traits listed on such forms. Give reference to articles and books emphasizing the importance of personality. Organize panel discussions on the importance of personality. Have speakers from personnel departments talk to pupils. Have former pupils return to talk with pupils. Use films which emphasize personality traits.

The technique of rating pupils on definite personality traits. Keep a rating of personality traits for each pupil on cumulative cards so that the cards may be used for personal interviews with the pupils and as reference data for recommendations. The items appearing on the rating charts should be discussed with the pupils and encourage each pupil to rate himself.

The technique of display. Use the bulletin boards to promote interest in personality traits. Post attractive displays of book jackets contributing to personality development, personal grooming charts, copies of personality tests, suggestions for improving one's personality, and the like. Recommended book lists should also be displayed.

The technique of knowing your pupils. Have personal interviews with pupils. Keep cumulative records; have pupils write of themselves, their hobbies, ambitions; interview parents; take part in school and community activities. The better the teacher knows his pupils the more able he is to help them. See that each pupil has the feeling of being an individual and not just someone in the third hour class who sits in the fourth seat in the second row. Give the pupil a sense of belonging.

The technique of providing opportunities for pupil application. Help pupils practice desirable traits. Charles H. Parkhurst said, "Character is, for the most part, simply habit become fixed." What the pupils are going to be they are now becoming. Require promptness, accuracy, and neatness. Develop useful work habits. Provide opportunities for leadership. Make

(Continued on page 41)

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

TEACHING SALESMANSHIP

Contributed by Duane E. Kirchoff, Coordinator of Distributive Education, Joliet Township High School and Junior College, Joliet, Illinois.

Every course in salesmanship must include more than a mere study of the fundamental technical skills of selling. It must include the development and improvement of the pupils' personalities. Knowledge of the skills of salesmanship is secondary to the personality of the salesman in selling.

Walters and Wingate state that "Next to the suitability of the goods or services, the chief factor in bringing about a sale is the personality of the salesman himself."¹ Yet teachers of salesmanship continue to devote the major part of their courses to the acquisition of technical knowledge. Recent studies have shown that 66 per cent of the failures of workers in business are due to lack of personality adjustments rather than lack of technical skills. This would indicate that personality development should include more than the study of one chapter in a textbook of salesmanship that may be devoted to it.

Personality Improvement

Improvement and development of personality must begin with an understanding of what is meant by the term. It can be defined as the sum total of a person's moral, physical, and mental qualities. Since any one of these three factors is capable of development, it can be assumed that personality can be developed. A pleasing personality is one in which there is the presence of desirable qualities and the absence of undesirable ones. Our job then, is to help the pupil further develop those desirable qualities he has in his make-up and to eliminate the undesirable ones.

We must proceed in this development by analysis of the pupil's personality. One method of analysis is by use of personality tests. While there is great disagreement among psychologists and counselors on the reliability of such tests, the reliability coefficients for most of them are between .70 and .90. This would indicate that these tests tend to be as reliable as many of the intelligence tests that are so widely used and accepted throughout our schools. There is also disagreement as to whether these tests are best suited for group analysis or individual diagnosis. Probably the most important use of them is to stimulate the pupils to evaluate critically their own personality characteristics. Self-evalua-

tion by the pupil is necessary in any program of personality development. All that is necessary is for the pupil to list on one side of a paper his strong points, and on the other side the weak points. It is then the teacher's duty to help the pupil to strengthen and improve his strong ones and consciously try to eliminate the weak ones. Pupils must be constantly reminded of the necessity for improvement throughout the entire course, rather than only during the time devoted to the topic of personality in the course outline.

Selection of Students

Does this mean then, that the teacher can help any pupil develop the type of personality that is essential to success in selling? It does not. Strong points can be further developed more easily than weak ones can be eliminated. Proper selection of pupils by use of personality tests, past records of school activities and grades, and anecdotal records will give to us those pupils who have personalities that are capable of improvement.

Proper selection of pupils for classes in salesmanship must include the use of all the means at our disposal to determine whether a prospective pupil has the aptitudes and interests that are necessary for success in selling. Interests can be measured scientifically by any of the tests prepared for this purpose. Such tests as the Kuder "Preference Record," the Cleeton "Vocational Interest Inventory," the Strong "Vocational Interest Blanks," and the Lee-Thorpe "Occupational-Interest Inventory" are widely used for the determination of interests. The Detroit test is widely used for the determination of selling aptitudes. Many companies have prepared their own tests for the proper selection of sales people. The administration and interpretation of such tests must be done only by trained persons. Unless the teacher of salesmanship is trained in such work, it should be left to someone who is qualified by special training and experience.

Instruction Must Be Meaningful

Context of a course in salesmanship must draw from real life situations in order to be meaningful to the pupils. This precludes that the selection of material for study must be in keeping with the past experiences and within the scope of understanding of the pupils. If the pupils have never had such experiences, we must be able to provide them with the experiences. The cooperative part-time programs are set up in some schools for this very purpose. If such a program is not in effect, it is possible to provide the pupils with the experiences neces-

¹R. G. Walters and J. W. Wingate, *Fundamentals of Selling*, Southwestern Publishing Company, Cincinnati, Ohio, 1948, p. 135.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

sary to make the study of salesmanship meaningful by allowing the pupils to handle the work of the school book-exchange, the school store, selling of annuals and school papers, or ticket sales, and by making arrangements with local merchants to allow the pupils to audit the work of the trained salesman in the stores. It is not possible for all pupils to build window displays, but it is possible for all pupils to analyze such windows and to determine the effectiveness of them. All community resources must be utilized to provide real-life situations for the pupils.

Provisions must be made for the individual differences that will be found in even a carefully selected class. One of the ways that this can be done is by building individual projects for the members of the class. These projects must be in keeping with the interests and abilities of each pupil. This is one of the main phases of the cooperative part-time programs. In these programs time is specifically devoted to special projects built around the work the pupil is doing in his training station, and in which he has special interests.

We must make provisions for the socialization of the study of salesmanship. The pupil must be given the opportunity to work with other pupils for the good of the group as well as for the good of himself. He must be taught that he can profit only by helping others. The motto of the Future Distributors of America is: "He Profits Most Who Serves Best." The pupil who learns this early will be the successful salesman.

The author has provided for socialization by assigning work that is done in committees, by group demonstrations, and by the formation of a salesmanship club. The pupils are given the opportunity to work together and to serve that group or the whole class. They realize that their part in these activities will reflect not only on themselves but on the entire group of which they are a part. Since the essence of selling is providing the goods and services that best meet the needs of the customer, it is necessary that the pupils learn early the value of giving service to others.

Proper Sequence of Units Necessary

A problem that the teacher of salesmanship faces is the proper sequence of the course in the entire curriculum and the sequence of units within the course. Sequence is the orderly succession of parts. It is necessary that the course be given only after the pupils have acquired such facts and knowledge from previous courses that they are ready to undertake the study of salesmanship. Since salesmanship is usually a terminal course, it must be offered as close to the time the pupil leaves school as possible. The units found within the course must follow in such an order that the facts learned in

earlier units will be applied in subsequent units. Units that have no bearing on later units must be revised in the course so they are better utilized. All textbooks are organized along a preconceived idea of the proper sequence by the author, but this sequence may not be the best one for a particular group. It is the duty of the teacher to arrange his course of study so that it best meets the needs of his class.

Every course must provide for evaluation. Proper evaluation can only be made by measuring the amount of growth or change that has taken place in the individual. Testing to determine how well facts have been memorized is not true evaluation of salesmanship. We must measure the amount of change in the pupil's attitudes as well as the extent that he is able to apply the facts learned about types of customers, psychological reasons for buying, or how to meet objections. True evaluation, of course, can only be measured on the selling job. If the pupil is a member of a cooperative class, measurement can be made while he is on the job. If he is not a member of such a class, evaluation should be made on the way he is able to work out special problems and cases, rather than how well he gives back to the teacher the facts the teacher has imparted to him.

In conclusion, the author wishes to state that he does not believe that personality alone makes for success in selling. He does believe that more emphasis should be placed on personality development than has been placed on it in the past. He realizes that it is much more difficult to develop personalities than it is to acquire those technical skills that are required in the selling situation, but that teachers should strive to help pupils overcome these difficulties. With production in this country about to reach the saturation point for most articles, the student of salesmanship is the one on whose shoulders the problems of distribution will fall. It is the duty of each teacher in this field to give the best and fullest training possible in salesmanship.

FORUM SALESMANSHIP SAVINGS BANK

Contributed by Willard M. Thompson, Assistant Professor of Business Administration, Sacramento State College, of Sacramento, California.

Editor's Note: Mr. Thompson is the cashier for a new monthly section, "The Salesmanship Savings Bank." FORUM readers are invited to become depositors and share in the gains to be withdrawn from each issue.

Problem:

A cooperative retailing student recently asked, "How and when shall I introduce price?"

(Continued on page 40)

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor
ARTHUR S. PATRICK, Associate Editor

SOME IDEAS ON COOPERATIVE BUSINESS EDUCATION

Contributed by J. Frank Dame and Donald J. Tate, Florida State University, Tallahassee, Florida.

"Are you driving a *Model T* mind? Whether you hold a college diploma or one from seventh grade you can't go places these days on education you stored up ten, twenty, or thirty years ago!"¹ This timely quotation brings out in a very forceful manner the necessity for all of us to keep abreast of the times in which we live if we are to be effective citizens in society today. And this has a particular application and emphasis when applied to education for business.

In recognition of such needs the National Office Management Association at the time of its inception thirty years ago stated as one of its major aims and purposes: "To assist established educational and other institutions to interpret the needs of commerce and industry insofar as the curriculum of study and training for a business career is concerned."

Basis for Successful Cooperative Programs

To accomplish the aims and purposes of NOMA, businessmen and educators are working together more and more effectively each year. To be really successful cooperative training programs must have the wholehearted support of both groups. In spite of the progress made so far, a tremendous task remains to be accomplished. Some programs have been hastily set up and have failed, thus doing real harm to an otherwise progressive step.

It has often been said before, but it must be repeated again and again: if cooperative training programs are to be successful in a given community, they must be built upon a carefully laid foundation. In some communities it may take business educators a long time to sell a cooperative program; that is, it may take a long time to get businessmen to participate in a workable cooperative training program. Again, even if a program is sold and it does not turn out well, ill-will results. Herein lies the inherent danger of a poorly planned program.

Realism Essential

In many communities there is a nucleus of businessmen who will seize with alacrity upon the opportunity to

serve the schools which they are helping to maintain through taxation. *More for your tax dollar* draws the attention of all but the perennial cynic. *Business educators should take the lead* and not wait for the business community to tell them that here is the way—through cooperative training—to do something about "those woefully inefficient products" coming from the business departments of our schools. The demands upon high schools for clerical help have been increasing over a long period of time and there is every evidence that this increase will continue. For example, in 1920 the ratio of office workers to factory workers was one to thirty; in 1940, one to ten;² and in 1950, who knows—it may be one in five. These figures indicate that the office and clerical force is one of the nation's fastest growing occupational groups. Thus the challenge to turn out efficient office help, a challenge which is always with us, gains strength with each passing year. Of course the increasing ratio just reviewed cannot grow indefinitely, and when the saturation point is reached, more intensive pressure will be added to the already persistent clamor for real efficiency in education for business.

What elements are to be considered in setting up the well-planned cooperative program? In answering this question the participants in such a program must be considered. There are two primary participants—the business community and the school. The latter may be subdivided into students, faculty, and administration. Assuming then that the school and business community want a cooperative work experience program, what are business teachers to do? First, they must find out how many of the graduates get jobs in their major studies—stenography, bookkeeping, general clerical, selling, and so forth. The answer to this can only be found through a community survey and a follow-up study of graduates now at work. Such surveys and follow-up studies should reveal answers to the following:

- What kinds of job opportunities and how many of each are in the community?
- What is the placement picture outside of the immediate community—what kinds of work are trainees doing?
- Does the school have the equipment to train the pupils for the available jobs?
- Does the school have the staff to do the job?

¹Hal Burton, *Better Homes and Gardens*, January, 1950, p. 25.

²"Business and the Schools," Survey Summary, Yakima Chapter of NOMA and the Yakima Public Schools, p. 47.

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

Some Pertinent Problems

It is easy to say that a given school needs a bookkeeping machine, electric calculator, and other equipment. However, budgetary limits demand consideration and the question as to whether or not it can be expanded to provide for expensive machine equipment must be answered. In short, is the business community willing to pay for training needs? These training needs include the supervision and follow-up of student-workers on the job and, of course, this costs money. Best results can-

not be achieved in a shoddy program! How well most of us have learned through our various experiences that "it pays to build quality."

Cooperative Education and Occupational Intelligence

There is another element in the effective program that requires proper attention if anything resembling complete success is to result. Vocational training in the skills is a first essential, but for years we have heard that prospective workers in business should acquire—*occupational intelligence*—an elusive "learning"—which vaguely means something or other to the student after he has been duly subjected to verbalization thereon. Older, as well as newer studies, show that the great percentage of persons separated from jobs or changed from one job to another have more shortcomings in something approaching job intelligence, occupational adjustment, or personality problems than they do in the area of actual production on the job. The cooperative training program should, and can, do much to aid in the development of occupational intelligence and personality in individual students. There are two ways in which this can be accomplished: (1) by the student's direct contact with business while on a cooperative job and (2) by the student's bringing back his occupational knowledge to other students in the clinic. The clinic should be an important part of the program. In the clinic the skillful teacher can still resort to verbalization by eliciting student experiences at the time when verbalization will have more meaning. The development of the clinic will, of course, vary from situation to situation. Here, however, is a place where businessmen can render further assistance to the program. Those who are employing cooperative workers should be invited to sit in on the clinic meeting from time to time. They should be urged to criticize the analyses made by the students regarding their experiences as well as talking privately with the teachers concerning the working student. This helpful exchange will result in the teachers' being better able to train future "cooperators." It will also aid in the development of very worthwhile "dos" and "don'ts."

What can teachers do to facilitate the acceptance of individuals into specific offices for cooperative training? The placing of student workers should be carried out through some systematized basis. Potential employers should have a way of knowing who is available as well as having information concerning the qualifications of those who are assigned to their places of business. Résumés should be prepared which are capable of easy interpretation. They should be in typewritten form, clearly and concisely giving pertinent information which will aid the employer in making a reasonably quick selection in a 1, 2, 3 manner. Preferably these résumés should be handled personally by the teacher-coordinator with the

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UNITED SERVICES OFFICE STANDARDS AND COOPERATION WITH BUSINESS

prospective employer so that valuable personal comment may be made, enabling both the educator and businessman to provide the maximum in educational value for the student.

Beyond the items so far covered in this presentation what else can teachers accomplish over and above the standard skill training as it is usually carried on in the school situation? One hears a great deal today about *school work being unrealistic*; that is, the dictation materials are dated, bookkeeping and filing materials are not directly illustrative of what is done on the specific job, and the like. Possibly the individual teacher is somewhat helpless to do much about this problem, for the teaching day goes by so fast that the standard textbook can hardly be covered. However, probably every teacher, if he analyzes his teaching period carefully and scientifically, will be able to discover wasted minutes. In this time much realism could be brought into the classroom. With a little judicious *selling* to the businessman, samples of modern letters actually written in his office could be brought back to the schools to be used as dictation materials. Perhaps some of these could actually take the place of certain textbook passages. Samples of

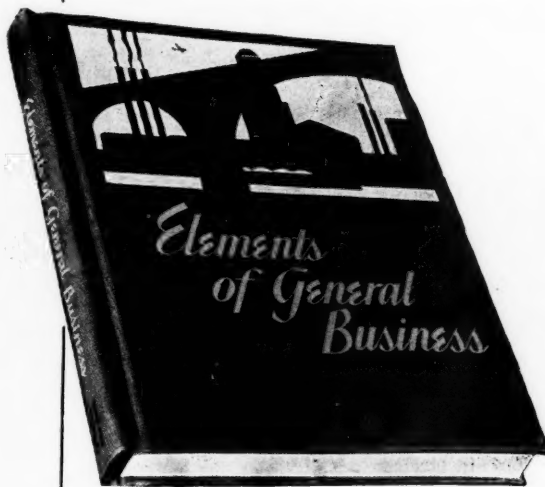
letters which the businessman has not found mailable and an analysis of the specific errors made would surely carry added weight and meaning to the student.

There are many types of materials that can serve as motivating devices to young learners. Samples of invoices, tabulation jobs, actual rough drafts, and filing materials are available in any community where business is conducted. Office-practice classes could cut stencils of some of these materials and thus make them readily available to all persons in the group. Actual machine computations carried out in local business establishments may be used as training problems in the classroom. Indirectly, such motivating devices may help to remove some of the indifferent responses with which the teacher has to cope in regard to the matters of spelling, punctuation, as well as arithmetic skills.

Development of Office Manuals

The area of office manuals is one in which schools can make a concrete contribution to the office in which co-operative business students are working. How many students come back to their teachers and relate that there is no system in the office to which they were assigned?

A Proven Success in Teaching Today's Business Methods



Polishook-Beighey-Wheland

ELEMENTS OF GENERAL BUSINESS

Here is a *wealth* of information on how business operates—clear, interesting explanations of business instruments, services and methods. Shows the student how to conduct affairs of everyday life in a businesslike way, how to use banks, credit and insurance, how to buy wisely, budget and invest, rent and run a home. Discusses consumer problems and taxation; advises on choosing, getting and holding a job. Explains use of arithmetic in daily life.

Profusely illustrated with photographs, charts and colored business forms. Excellent workbook has many supplementary exercises, reviews and tests.

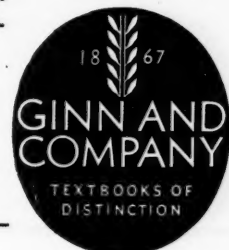
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APRIL, 1950 :

UNITED SERVICES—

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

They indicate in large measure that there is no manual to which they can go for guidance and help. In this area lies an excellent opportunity to gain the goodwill of businessmen and women. It is true that it will have to be carried on with much tact, but the student could have as an assignment the collection of office forms and a study of procedures. Wisely carried through to its logical conclusion this can readily be the beginning of a fine office manual. It will also provide an excellent opportunity for the students to demonstrate resourceful ability to their supervisors. Then again the group clinic of co-operators could refine many aspects of office procedures and systems which would be applicable to almost any office situation and this booklet could serve as a valuable guide to the worker as he goes out to the actual job after graduation.

Evidences of Values in Cooperative Programs

There are many evidences of unusually fine work being done on cooperative programs, the results of which we frequently see summed up in the following:

1. Pupils did not leave school; they remained to graduate.

2. Pupils earned money for actual work.
3. Pupils earned credit for work experience as well as for classwork.
4. Pupils gained valuable practical business experience which enabled them to obtain permanent employment after graduation as experienced workers at attractive wages.
5. The schools received a large amount of favorable advertising.
6. Cooperative work experience was suitably supervised by the schools; pupils were not exploited.
7. Instruction became more practical; it was adapted to local needs.

In conclusion it should be said that *there is no time like the present*. The demand for part-time workers is with us. We have a golden opportunity as teachers of business to take advantage of serving both pupils and business through the organization of cooperative curricula. Every school should investigate its possibilities in the field of cooperative education and teachers of business subjects should confer on the subject with school administrators, office managers, and other persons who are interested in matters pertaining to "Better Business Education."

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JESSIE GRAHAM, Editor
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Effective Selling, by George Edward Breen, Ralph Burnham Thompson and Harry West, Harper and Brothers, 1950, 278 pages, \$3.00.

THE AUTHORS of this book have written their volume specifically for the college student with little or no experience in selling. The volume points up the large contribution selling has made in the development of America, especially since the time of John H. Patterson of the National Cash Register Company. Following this is a complete treatment of the essential steps in the selling process with an excellent chapter on the pitfalls awaiting the new salesman.

Succeeding chapters review in good detail selling at the manufacturer's level, at the wholesale level, at the retail level, and other types of selling, including intangibles and services. Valuable material is included on choosing an employer and on getting along with one's fellow men.

The volume is well written and has a very practical approach to careers in selling. At the end of each of the eighteen chapters are several cases from practical experience with pertinent questions and a good bibliography of suggested references.—P. W. THELANDER, *Los Angeles City Schools, Los Angeles, California.*

Salesmanship for Vocational and Personal Use, by Carl B. Strand, Second Edition, Gregg Publishing Co., 1949, 417 pages, \$2.75.

THIS IS the second edition of Mr. Strand's excellent work on salesmanship. The 1949 volume has been augmented by more extensive treatment of some of the topics and by the addition of six new chapters. The subjects of these chapters which have been well chosen for selling in today's market are: The Profession of Selling; Selling to Groups; A Summary of Retail Selling Techniques; Law for Salesmen; The Salesman and Public Relations; Advertising and Marketing Research; and Tests for Selecting Salesmen.

The twenty-eight chapters are well-written and almost all conclude with appropriate problems and a bibliography of several reference works. Mr. Strand's approach to the problem of training for selling is modern, timely, and practical. The inclusion of four chapters on the importance of English in selling and two chapters on the cultural background for selling highlight a phase of preparation too often treated only superficially.—P. W. THELANDER, *Los Angeles City Schools, Los Angeles, California.*

Business Letter English, by H. O. Robertson and Vernal H. Carmichael, Gregg Publishing Company, 1949, 502 pages, \$3.

ARGUED pro and con by teachers of business writing, is the question, "how much of the course should be devoted to the teaching of English fundamentals?"

The answer of the authors of this book is that fundamentals should be presented in the first twenty-two chapters with illustrative examples from actual business letters and followed by only seven chapters on letter writing.

Teachers who believe in this three-to-one emphasis upon fundamentals will find here materials with which to apply the study of fundamentals to business writing.

Business Correspondence Problem Manual, by C. W. Wilkinson, C. R. Anderson, and F. W. Weeks, Stipes Publishing Co., Champaign, Illinois, 1949, \$1.50 (with Teacher's Guide.)

SPECIFIC business situations that are within the range of the student's knowledge and ability are covered in these 158 letter writing problems for college students. This is a workbook, in which the letterheads for solution are included.

Members of the American Business Writing Association, in which organization the authors are useful members, will need no further recommendation than the names of the authors to know that the problems are the type of which they approve and that long hours spent in originating business-writing problems may be eliminated.

Today's Business, by Edwin M. Robertson and William R. Blackler, Gregg Publishing Co., 1950, 429 pages, \$2.20.

HAZY UNDERSTANDING of the nature of business by our voting citizens is detrimental to the American way of life. It is important, then, for young people leaving school to have an opportunity to know the real nature of business enterprise, both for the public good and for their own benefit if they are planning to organize and manage businesses of their own or become employees.

In this book for the upper secondary and college levels, Robinson and Blackler (distributive occupations editor of the UBEA FORUM) have provided this opportunity in a way that will appeal to students. They have covered all phases of today's business in short well-written paragraphs and have

Business Education Manual, Bulletin 271, 1949, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pa., 184 pages, 75 cents (remittance must accompany order).

PENNSYLVANIA business educators, to facilitate the revision of their curriculums, have published a handbook that is useful to all of us. In the foreword, teachers are told that the handbook will be used as a guiding framework within which detailed courses of study for individual subjects will be developed, for both large and small schools.

This is an attractive and comprehensive manual that touches all of the many factors that contribute to effective business education. It is well illustrated with classroom scenes and is arranged in such a way that the sections are easy to locate and follow. The impression is gained that the committees working under the direction of John R. Haubert, Chief of Business Education for Pennsylvania, collected mountains of material and spent many hours, days, and months condensing it into usable form.

The philosophy of the Pennsylvania business educators is that three outcomes of business education—vocational, social, and economic and managerial—are not competitive, but that they supplement one another so that "business education can make its maximum contribution to general education, vocational education, and pre-vocational education (if work experience or cooperative programs are not a part of the school responsibility)."

The treatment is comprehensive and the approach modern—demonstrated by the inclusion of the following topics all of which refer to business education: use of the community, basic business education and consumer education, work experience and cooperative education, administration and supervision, audio-visual aids, the teacher's professional reading, student clubs (featuring the Future Business Leaders Clubs sponsored by UBEA) and guidance. There is a course outline for every subject, including standards and teaching techniques.

This is a manual in which all administrators and business teachers can find worthwhile and usable ideas. It presents business education as a field that may be regarded with pride.

used many illustrations. Business vocabulary, questions for discussion, problems and projects, and other features add to the usefulness of this book.

RETAILING and SELLING

Beckley-Logan's *The Retail Salesperson at Work*

A high school text with a *you approach* to retail selling. Outlines job getting, job duties, job success, and job advancement. Generously illustrated. Accompanied by activities-centered Student Workbook and a Teacher's Guide.

Strand's *Salesmanship for Vocational and Personal Use, Second Edition*

A new college-level book that (1) teaches the fundamental principles of selling and (2) uses that presentation as a springboard to develop personality and build career conduct.

Consumer Education Study's *The Buyer's Guide*

Forty projects, each of which gives complete buying and selling information about a type of product and directions for activities in buying and testing it. In workbook form.

Richert's *Retailing—Principles and Practices, Second Edition*

Reviews competently all phases of retail store operation, including housing, merchandising, sales promotion, management, and customer relations. A high school book.

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Distributive Occupations

(Continued from page 34)

Answer:

When price is likely to be the leading factor it should be introduced early in the sales interview. It should not, however, be emphasized as a reason for buying until the value of the merchandise has been established.

Price can be introduced casually as an objective, "Here is the \$3.98 wall type can opener which holds the can securely until you release it." Here the customer is made aware of the price but all emphasis is centered on a product feature which helps justify the price.

Price is often introduced by the visual method, laying the price tag face up on the counter in front of the customer. This method, quiet and unobtrusive, is desirable because it introduces price with a minimum of emphasis.

When customers request prices, good salespeople respond quickly with a statement in which price is de-emphasized and an additional value offered. For example, when a customer asked the price of a wall-type can opener, the salesperson replied, "\$3.98 and that includes the wall bracket."

Here are a few replies not to use in answering customers price inquiries:

"This can-opener will cost you \$3.98."

"Only \$3.98 but we have others for less money."

"It's \$3.98, a little high-priced but a good can-opener."

What is wrong with these replies? Many things but most of all they unduly emphasize price without stating value and price alone has no selling appeal. Price alone has never sold anything. Prices do, however, influence people to buy when they are low in relation to merchandise value.

Is \$3.98 a high or low price? It is impossible to decide until you know what product is being offered. A customer expecting to pay 15¢ for a hand-type can opener may at first rebel at paying \$3.98 for a wall-type. Experience shows that when housewives realize that a better can-opener eliminates physical dangers, reduces spillage, and is 200% faster, they often buy the \$3.98 product.

Principles involved:

Customers' questions concerning price should be answered promptly.

Prices are attractive only when merchandise values are great by comparison.

EDITOR'S NOTE: The editorial staff is extremely anxious to have the annual special number on "Distributive Occupations" and the monthly United Service Section render maximum service to teachers of distributive subjects. In order to accomplish this objective, it is imperative that instructors contribute articles dealing with the various aspects of these fields of training. Contributions are welcome and an invitation is extended to all interested teachers to forward to the editors articles which they believe are of general interest to their fellow teachers.

Bookkeeping

(Continued from page 29)

the classroom? Why not use, "Sold merchandise to Ames," or "Bought merchandise from Brown?"

When simplified spelling was first advocated, its opponents maintained that pupils needed difficult spelling to train their minds. Perhaps some of our bookkeeping authorities will maintain that bookkeeping language should not be simplified for the same reason. Our only answer to that is that there is sufficient material in the study of bookkeeping for the training of the pupils' minds without confusing the learning of bookkeeping with language difficulties. These language difficulties are unnecessary, wasteful, and unrealistic.

Here are some additional examples of how transactions can be stated in simple, clear language. Note that our point of view is maintained at all times.

Sold merchandise to Ames.

Bought merchandise from Brown.

Received cash from Clark on account.

Paid cash to David on account.

Received a note from J. Frank.

Sent a note to H. Harris.

Received cash from J. Jonas for his note.

Paid cash to L. Lewis for our note.

Returned damaged merchandise to M. Morris.

Received damaged merchandise from R. Riley.

Basic Business

(Continued from page 32)

assignments that require resourcefulness and initiative. Plan club activities and field trips to provide opportunities for social experiences, cooperativeness, and observation of actual business situations. Small group assignments provide opportunities for team work. Show the effect of regularity of attendance both in school and business. Encourage participation in school activities—dramatics, sports, journalism, and the like. Give praise for accomplishments. Assign tasks entailing degrees of responsibility. Have pupils evaluate various activities. Young people need to know that undesirable action looks good only before and not after having been tried.

Other techniques could be suggested. Techniques vary with different teachers, but regardless of the technique used the aims are the same—enduring character. Teachers and pupils should remember that what a person does today brings results tomorrow. It is hoped that these suggested techniques if tried today will bring good results in developing desirable character traits tomorrow.

OFFICE METHODS, SYSTEMS, AND PROCEDURES

By **IRVIN A. HERRMANN**, *Office Manager, Servel, Inc.*
A NEW REFERENCE MANUAL and working tool for everyone interested in improving day-to-day office operations. The book explains how to analyze office methods and put into practice the systems and procedures best adapted for carrying out business objectives in the most efficient way.
approx. 530 pages, \$7.00

THE SECRETARY'S BOOK

By **S. J. WANOUS** and **L. W. ERICKSON**, *both of University of California at Los Angeles*

RECOGNIZING that the modern secretary's responsibility includes much besides a facility in taking dictation and an adeptness at the typewriter, this volume meets the need for a handbook of information about and guidance in all the many problems which a secretary encounters daily in a busy office. *Revised Edition.*
597 pages, \$4.00

HOW TO FILE AND INDEX

By **BERTHA M. WEEKS**, *Director, Chicago Bureau of Filing and Indexing*

MAKES AVAILABLE the best filing methods that have been developed in modern business. From a wide and varied experience in studying filing problems of many businesses, reorganizing systems, and training personnel, the author has covered certain fundamental principles which stand out as the key to all filing problems. *Revised Printing.*
296 pages, \$2.50

RHYTHMIC TYPEWRITING

By **W. C. MAXWELL**, *Hinsdale High School*; **JAMES L. MURSELL**, *Columbia University*; and **ALBERT C. FRIES**, *Northwestern University*

A DISTINCTIVE TEXT that embodies an idea of type-writing which has been matured through years of classroom practice. The authors have prepared the material in easy steps to establish good rhythmic patterns of action which lead the student quickly to acceptable typing form, correct control, and speed.
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By **WILLIAM S. SCHLAUCH** and **THEODORE LANG**, *both of New York University*

SUITABLE for a thorough, well-rounded course, as well as for general reference. Develops ability to make routine calculations in the most efficient way and to handle the more difficult financial problems with confidence in the correctness of the analysis and the final result.

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DEALS with the handling of informal discussion in conferences and small meetings where decisions are made and plans worked out, and where winning the point requires the precise aim of public speaking as well as the naturalness of conversation. Includes suggestions and exercises for developing readier command of the mechanisms of presentation.

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Modern Teaching Aids

(Continued from page 31)

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Shorthand

(Continued from page 25)

3. **Dictation:** Divide the number of shorthand words correctly written by five.
4. **Transcription:** Divide the number of correct words by three.

Summary of Scores

Test	Possible Score	Student's Score
1. Reading	5	
2. Comprehension	15	
3. Dictation	20	
4. Transcription	60	
TOTAL	100	

A Suggestion

"I was writing a stencil of the shorthand brief forms and of course found cellophane necessary, but the big help was the cellophane all stretched and framed for me (for easy handling) in the top of a box that cookies or cakes had come in—the window. Now I'm saving those 'windows' for an ever-available supply!"

—Muriel Van Orden, North Merrick, New York

: U B E A F O R U M



KNOW YOUR NATIONAL COUNCIL FOR BUSINESS EDUCATION

On the eve of the annual election which will be conducted by mail ballot during the month of May, members of the Association are urged to give attention to the structure, personnel, and functions of the National Council for Business Education. When this group holds its annual meeting next summer, you will be represented by three Council members who were chosen by the members from the membership in your district.

The National Council consists of the eighteen district members—three from each of the six districts; the president, the vice president, and the treasurer of the Association; the president and the vice president of the Research Foundation and of the Administrators' Division; the president and the past-president of the National Association of Business Teacher-Training Institutions and of the United States Chapter of the International Society for Business Education; the executive secretary and past president of the Association who are ex-officio members. Provision is being made for the president or an official of each affiliated regional association to become a member of the National Council.

Council members are elected annually for terms of three years. Nominations are made by a committee composed of one UBEA member from each state who is a president or past-president of an affiliated state or local association, chairman of the state membership committee, the state director of an affiliated regional association, or a member of a functioning joint or cooperating committee. Each member of the nominating committee has the privilege of naming one person within the district for the consideration of the other committee members. Nominees are ranked by the committee and the two names receiving the highest number of points are placed on the ballot. Regular and professional members may choose between the nominees, or if they wish, write in the name of another person.

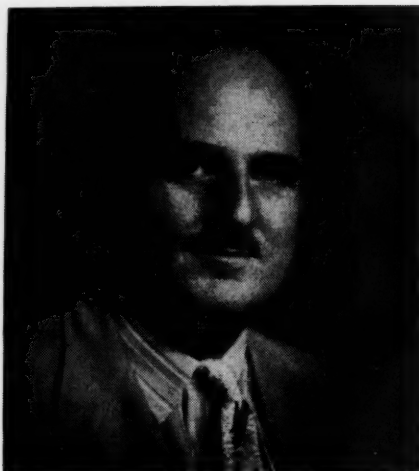
Among the functions of the Council are: (1) to study and act upon policies affecting the Association which may be proposed by any member, (2) to carry out the wishes of the Representative Assembly, (3) to encourage and assist volunteer workers within the district in directing the activities of the Association, (4) to elect the officers of the Association and assist them in dispatching their duties, and (5) to promote a dynamic program for better business education on all levels—local, state, regional, and national. Any member may submit to the Council member nearest him any proposal affecting the policy of the Association. The Council member will file the proposal with the executive secretary sixty days before the annual meeting. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of regular and professional members. The agenda prepared by the president and executive secretary is submitted to Council members thirty days in advance of regular and special meetings. Important items of business which cannot be held over for regular or special sessions are transacted by mail vote.

Council members hold strategic positions of leadership and have a special responsibility for advancement of the profession. They do not stand apart from the membership as a mysterious governing body, but are drawn from the membership to work for the membership in carrying out approved programs, promote and conduct needed services, and advance the interests of the profession. Council members are leaders who have not sought the high places, but who have been drafted into service because of their ability and willingness to serve in promoting better business education through UBEA and the affiliated associations. Know your Council members . . . keep your Council members informed . . . and vote in each annual election for the nominee who represents your ideas and ideals in business education. The strength of the Association is directly correlated with the effectiveness of its members in the selection of Council representatives who are sufficiently self-sacrificing to give the necessary time, thought, and study to their duties.

UBEA IN ACTION



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Term expires 1951



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Northeastern District
Term expires 1952



WILLIAM S. BRAWN
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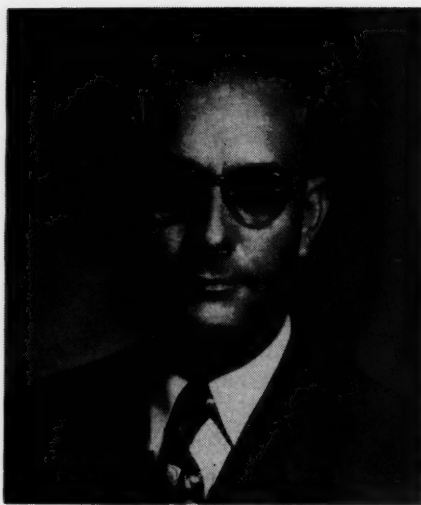
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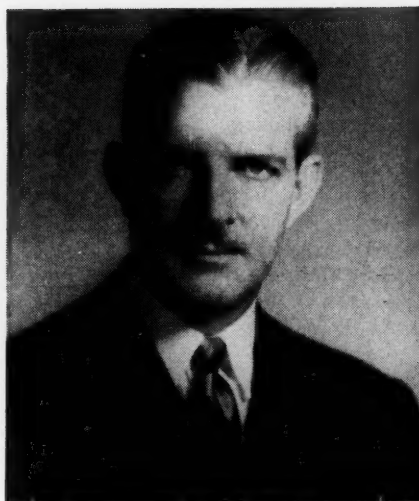
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UBEA IN ACTION

DIVISIONS

ADMINISTRATORS

The first annual conference of the Administrators' Division was held in Atlantic City on February 24-25 in connection with the meetings of the other professional divisions of UBEA.

Helen Reynolds, professor of education, New York University, gave a talk on "The Selection of Students who are to take Business Teacher Training," and Foster W. Loso, principal of Grover Cleveland Junior High School, Elizabeth, New Jersey, addressed the group on "The Orientation of the Teacher in a New School System."

The Administrators felt that the conference was well worth while as both of the topics are of great interest to the group and very little concerning these topics has appeared in our business education literature.

Report on the Survey

The first installment report on the survey conducted by the Administrators' Division regarding the status of administration and supervision of business education was published in the Winter issue of the Quarterly. This report dealt with the 110 largest school systems in this country and included all cities with a population of over 100,000. It is planned to publish an additional report on other aspects of the survey in a later issue of the Quarterly.

BERNARD A. SHILT, *President*

NABTTI

The National Association of Business Teacher-Training Institutions held its annual meeting at the Hotel Claridge, Atlantic City, February 23-25. The theme of this meeting, "The Professionalization of Business Teacher Education," appeared to be of great interest to all persons in attendance. The sessions were well attended by members.

Dean F. C. Rosecrance of New York University and Dr. Karl W. Bigelow, Teachers College, Columbia University made very fine contributions in the field of pre-service and in-service teacher education. Dr. Willard E. Givens, Executive Secretary of the National Education Association, delivered a very fine talk on his trip around the world as a member of the Town Hall of the Air World's Seminar.

Undoubtedly, those members who were

in attendance have returned to their schools with new ideas as to how they can improve business education in their respective member institutions.

The 1950 business session was very short, because the present officers hold over for one more year. Committees were appointed for studying the problems of teacher certification and selective recruitment. Plans are already being formulated for the 1951 meeting which, we hope, will be even more successful than the meeting this year.

E. C. MCGILL, *President*

RESEARCH

More than sixty persons filled the board room of the Claridge Hotel in Atlantic City on February 25 to hear reports on the National Business Entrance Tests from distinguished members of the UBEA Research Foundation.

A cogent discussion of "A Study of the Relationships Between Achievement on the National Business Entrance Tests and the Job Performance of Beginning General Clerical Workers," was delivered by Herbert A. Hamilton, Southwestern Louisiana Institute, Lafayette. Other speakers were John Howard Nelson, Cornell University, who stressed the relationships between the tests and the job performance of beginning stenographers and typists; and Robert E. Slaughter, vice president, The Gregg Publishing Company, who pointed out the relationship of the tests to the performance of beginning bookkeepers.

Paul S. Lomax, President of the UBEA Research Foundation, reported on "What is Being Done to Validate the National Business Entrance Tests." William M. Polishook, Head of the Department of Business Education, Temple University, was the chairman of the discussion group.

Members of the association who are not using the National Business Entrance Tests may secure a descriptive folder by writing to the UBEA Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

ISBE

The American Chapter of the International Society for Business Education is in a strategic position at this time to exert a marked influence on professional education of teachers of business and

economics. The fact that the United Nations is centered in this country and that countries throughout the world are looking to America for economic and political leadership makes our position in business education one of great importance. The further fact that the American Chapter of the Society is a part of the National Education Association program of international education gives additional strength to the work of the society.

Among the major projects which the Society should consider at this time are the following:

1. The sending of a delegation of American business teachers to the summer conference of the International Society which is to be held in Copenhagen, Denmark, from July 24 to August 5, 1950. It is very important that the American Chapter be well represented at this conference. Plans should be completed rather soon in order to secure travel accommodations. Any teacher wishing to attend the conference should address inquiries regarding the conference to Professor Hamden L. Forkner, President of the American Chapter of the International Society, Teachers College, Columbia University, New York 27, New York. Incidentally, the cost of the two-week conference including meals, transportation, hotels, conference fees, and incidentals will amount to not more than \$180. Travel costs to and from Copenhagen are, of course, in addition to the above.

2. The arrangement for a Pan American conference on business education to discuss the developments of business education in the Western Hemisphere. This conference should be held during the summer of 1951 and should include South American, Caribbean, Central American, Mexican, United States, and Canadian representatives. Anyone wishing to participate in this conference or who wishes further information should address the President of the United States Chapter of the International Society for Business Education, Teachers College, Columbia University, New York 27, New York.

3. The development of an interest among the UBEA affiliated organizations in International Business Education to the point that they will be willing to bear part or all of the cost of sending delegates to the conference in Europe each summer and to a Pan American Conference if the plans work out for such a conference.

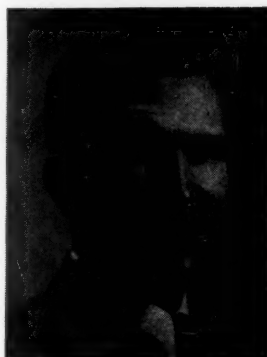
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Affiliated and Co-operative Associations

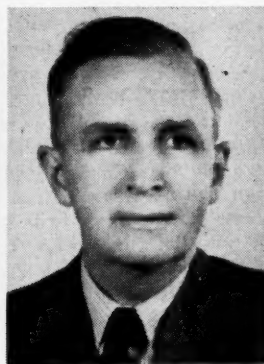
In this section of the UBEA FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Education Association, Business Education Section
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Teachers Association
Maryland Business Education Association
Mississippi Education Association, Business Education Section
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1, Business Education Section
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Southern Business Education Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Western Business Education Association
Wisconsin Education Association, Commercial Section



RICHARD MOONEY
Washington



FRED FOWBLE
Maryland



HERBERT A. SIMON
Wisconsin

Chicago Area

The Fifth Annual Business Students' Conference sponsored by the Chicago Area Business Educators' Association was held at Northwestern University, Chicago Campus, February 28, 1950. There were approximately four hundred students in attendance representing twenty Chicago high schools, fifteen Chicago trade and vocational schools, twenty-nine Illinois high schools outside of Chicago, and four Indiana high schools.

There were many interesting highlights of the day as reported by Russell N. Cansler, School of Commerce, Northwestern University, president of CABEA and chairman of the day's activities. Dr. Myron H. Umbreit, Dean of the Evening School of Commerce, Northwestern Chicago Campus, extended his welcome to the group. Dr. A. C. Van Dusen of Northwestern's School of Education in a keynote address portrayed several phases of office adjustments for the beginning white-collar worker. Several points on how beginners should act, dress, and conduct themselves properly according to office regulations were discussed by Nancy Nordholm of the Patricia Vance Modeling School in her talk "Your appearance—A Part of Your Performance." Bonuses, absences from work, and personal telephoning were a few of the topics covered by a group of students representing a panel on "Your 'Extra-Curricular' Life in an Office."

During the afternoon session the students attended the eleventh annual office equipment display as guests of OMAC.

Alabama

The Alabama Business Education Association held its annual luncheon-meeting Friday, March 31, in Birmingham, Alabama.

Following the luncheon, the latest methods in the teaching of typewriting were demonstrated by Professor T. J. Crawford, member of the faculty of the School of Business, Indiana University. A select group of Birmingham high school typewriting pupils served as the demonstration class.

Officers of the association for 1949-50 are: *president*, Lucille Branscomb, Jacksonville State College, Jacksonville; *vice president*, Margaret Liner, Jones Valley High School, Birmingham; and *secretary-treasurer*, Lottie J. Thomas, Hewitt High School, Trussville.

Utah

In the constitution adopted in the fall of 1949, the Utah Business Teachers Association avows that its primary purpose "shall be to promote the public welfare by advancement of business teaching in all its branches, and the elevation of the personal and professional character of business teachers." The association is a branch of the Utah Education Association.

The *president* of the organization is A. W. Stevenson, Branch Agricultural College, Cedar City; *vice president*, Ethelyn P. Taylor, Brigham Young University, Provo; *secretary*, Mary D. Brown, University of Utah, Salt Lake City; and *treasurer*, Iris Irons, L. D. S. Business

IN ACTION

College, Salt Lake City. Other executive board members are: Glen Herrald Clark, Brigham Young University; Mark Neuberger, Utah State Agricultural College, Logan; Hal Robinson, Davis High School; Genevieve Eliason, and Frank Buffox.

Kentucky

Members of the Kentucky Business Education Association, an affiliate of the Kentucky Education Association and the UBEA, convened for the twentieth annual meeting at Louisville, Kentucky on Thursday, April 13. "Trends in Business Education to Meet Business Needs" was the theme of the luncheon-meeting.

Two speakers, Mrs. Ethel Plock, Ahrens Trade School, and Mora Helm, manager of the Louisville Division of Employment Service, talked on "An Interview with an Employment Manager." R. W. Jennings, Morehead State College, discussed "Changes Needed in High School Teaching."

The president of KBEA, Celie Prezioso, Holmes High School, Covington, presided over the meeting. Vernon Anderson, Murry State College, was the program chairman.

Pennsylvania

The Eastern Division of the Pennsylvania Business Educators Association will hold its conference at the William Penn Senior High School, York, on May 6.

Nine sectional meetings will follow the general session. "Experiences Teaching Gregg Simplified Shorthand" will be discussed in the shorthand section by Elizabeth Schwalm, Lower Merion High School, Ardmore, and Dorothy Lemmert, Scott High School, Coatesville. William Polishook, Temple University, Philadelphia, will speak to general business teachers on the "Outlook of General Business Education." In the typewriting section, the speaker, John L. Rowe, Columbia University, New York, will take as his subject, "Skilled Building Procedures in Typewriting."

"The Place of the Clerical Worker in Today's Curriculum" will be the principal topic for discussion in the clerical practice teachers meeting. Emma K. Felter, Walton High School, New York City, will be the speaker. Loyal D. Odhner, Managing Director, Pennsylvania Chain Store Council, Philadelphia, and Roy C. Cox, Manager, J. C. Penney Company, are scheduled to speak before the members of the distributive education section. Department heads, supervisors, and administrators will hear John R. Haubert, Direc-

tor of Business Education, State of Pennsylvania, discuss "Problems Confronting the Administrators and the Need for the New Curriculum."

In the transcription section meeting, Harry Harvey, Marple Newton High School will talk on "Transcription and its Problems." The chairman of the book-keeping section meetings, D. F. Derr, Williamsport High School, will lead a panel discussion on "Practice Factors to be Taught in Bookkeeping Today." S. Gordon Rudy, former Director of Business Education in the State of Pennsylvania will speak to the Office Practice group on "How to set Up Various Types of Work Experience Programs."

ISBE

(Continued from page 46)

4. The development of a program of the United States Chapter that will result in a better understanding on our part of the problems of business education in countries other than our own. The executive committee of the United States Chapter will soon be making plans for the meeting of the United States Chapter to be held in February 1951 at the time the other major divisions of UBEA meet.

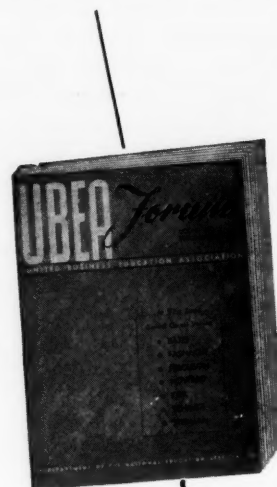
5. The development of a program for interesting business organizations and associations of businessmen in International Business Education. This development program should include not only support in the way of funds to be used to send delegates to these conferences but also to get representatives of business and industry to attend.

6. The development of plans now for entertaining the International Society in the United States in 1952 or 1953. This will take the concerted efforts of many business teachers and businessmen. It is not too early to begin planning now and those business teachers who wish to have a part in this planning should support the program by becoming members of the International Society by joining the United States Chapter through the United Business Education Association.

These projects are ambitious projects. They are projects that will do much to help understand the international problems of our times. They will require active participation and help on the part of many business teachers at the high school and college level. Those who participate in them will certainly be enriching their own experiences and will as a result make us more competent teachers and leaders in our communities.

HAMDEN L. FORKNER, President

... the ideas
which promote better
education for business



pass through
the covers of
UBEA Forum
to the teachers who
will do the job

Regular membership (\$3) in the United Business Education Association includes subscription to UBEA Forum. Professional membership (\$6) includes subscriptions to UBEA Forum and The National Business Education Quarterly. Regular members may join one or more UBEA divisions by becoming professional members.

FBLA Forum



Among the members of the FBLA Chapter at Mounds, Oklahoma, are: (Left to right) Back Row—Sponsor, Mrs. LaVaughn Noblin; June Boyles, Pauline Hamilton, Mary Frances Fleetwood, Fleeta Walkup, Imogene Wagnon, Martha Sue Brown, Cora Mae Roberts, Elsie Staley, Willene Rowe. Second Row—Kathryn Granstaff, Ina Wilson, Etta Lee Bates, Velma Medlock, Wanda Christian, Ruth Bigpond, Maxine Holloway, Loretta Medlock. Front Row—James Marshall, Bill Shahan, Charles Cotner, Lloyd Hurt, Raymond Hamilton and Glyn Sewell.

CHAPTERS ORGANIZED RECENTLY

California—El Camino College, Los Angeles County.
 Colorado—Colvin Club of Colorado State College of Education, Greeley.
 Illinois—Alton Community Consolidated High School, Alton.
 Louisiana—Judice High School, Duson; Flora High School, Flora; Grayson High School, Grayson; Southeastern Louisiana College Training School, Hammond; Iota High School, Iota; Minden High School, Minden; Oakdale High School, Oakdale; Ponchatoula High School, Ponchatoula.
 Massachusetts—Wayland High School, Wayland.
 Missouri—Junior College of Kansas City, Missouri, Kansas City.
 North Carolina—Farmville High School, Farmville.
 Ohio—McCutchenville High School, McCutchenville.
 Pennsylvania—Lemoyne High School, Lemoyne; South Huntington Township High School, Ruffs Dale.
 South Dakota—Lemmon High School, Lemmon.
 Texas—Crescent Institute, Austin; Booker T. Washington High School, Dallas.
 Virginia—Powhatan High School, Powhatan.
 Washington—Chehalis Senior High School, Chehalis.

Mentor Team Installs New Chapters at Norton and Wickliffe

An installation team of ten members from the Mentor High School Chapter of the Future Business Leaders of America initiated eighteen charter members into the newly organized FBLA Chapter at Norton High School, Barberton, Ohio, on January 12, 1950.

Officers of the Norton chapter are: Betty Plavsky, *president*; Mary Etta Manes, *vice president*; and Rhea Hornbeck, *secretary-treasurer*. Mr. Paul Smith and Mr. James Bebout are *sponsors*.

Pupils taking part in the installation ceremonies were: George DeVaul, president of the Mentor Chapter, Robert Creamer, Ralph Wright, Beverly Kruger, June Peterson, Ronald Lingafelter, Charlene Chapuis, Barbara Loomis, and Frank Simon. Robert Novak, state FBLA president, was the guest speaker for the occasion. He presented the charter to Betty Plavsky, president of the Norton High School FBLA Chapter, and extended congratulations on behalf of the state officers. The club sponsors, Mr. Paul Leary and Mr. Clarence W. Phillips, accompanied the members of the team.

The same installation team, assisted by members of the FBLA Chapter at Harvey High School, Painesville, also performed the installation service for the newly organized chapter at Wickliffe, Ohio.

Business Education Week in Sapulpa

The FBLA Chapter of Sapulpa High School (Oklahoma) observed the first week of December as Business Education Week. The main event of the week was the assembly program sponsored by the chapter. Professor Clyde I. Blanchard who is head of the business education department at Tulsa University was the guest speaker. A skit, entitled "I'd Like a Job," was presented by members of the club.

Donald Ott has been named the ideal secretary for the current school year. He will be presented an award at the annual award assembly held at the close of the school term. The yearbook will also feature a story of his outstanding achievements in the business classes and extra-curricular activities.

Sapulpa, one of the first high schools in Oklahoma to organize an FBLA chapter, assisted the students at Liberty High School, Mounds, Oklahoma, in forming a chapter in their school.

FBLA members of Sapulpa High School were guests at one of the recent meetings of Delta Sigma Pi, social and business education fraternity at the University of Tulsa. Delta Sigma Pi members served as guides and took the students on a tour of the campus.

Dean Hargrove of the University of Tulsa explained the different business education fields offered at the University. A film, "It Must Be Somewhere," was shown to the group. The purpose of the film was to stress the advantage of an adequate filing system in the office.

Guest speaker for the occasion was Charles Hargrove of Tulsa, who owns an employment agency. He cited to the students the need for an early decision on their choice of vocation after graduation. He also pointed up the fact that, by and large, businessmen are interested in young men and women and are eager to help them to find a suitable place in society.

Officers of the chapter are: *president*, Martha Mead; *vice president*, Patsy Smith; *secretary*, Robert Strain; *treasurer*, Haskell Golden; *program chairman*, Paul Ferguson; and *publicity chairman*, Wanda Dobbs. Mrs. Richard E. White and Miss Betty Lou Davis are sponsors of the club.



Members of the FBLA Chapter at Scott High School. Meetings are held on the last Friday of each month. Mrs. Lena B. Trahan is faculty sponsor.

New Chapter at Scott High School

Scott High School Chapter of FBLA is one of the most recent clubs organized in Louisiana. Thirty-six pupils hold charter membership in the organization.

The chapter has chosen typing and duplicating of tests for the major project of the year. For a small fee, a member types the test and then duplicates as many copies of the test as the teacher needs for the class.

Officers of the chapter are: *president*, Emma Lou Domingue; *first vice-president*, Aubrey Guidry; *second vice-president*, U. Ann Prejean; *secretary*, Joycie Mae Begnaud; *reporter*, Geraldine Bollich; and *parliamentarian*, Jordan Boudreaux.

Westwego Chapter Publishes Yearbook

The Westwego Chapter of FBLA was formally installed on Tuesday, November 29, 1949, at Westwego (Louisiana) High School. Adeline Dufrene, *president*, received the charter from Mrs. Maxine Collins and Mrs. Anita Currault, sponsors of the club.

The candlelight ceremony conducted by the officers and sponsors was held in the school library. Four students representing "Future," "Business," "Leaders," and "America," gave appropriate talks at the installation service. Each member wore an emblem of the organization.

Our club has chosen to publish the school yearbook as the project for this semester. Several businessmen of the community have formed an advisory committee and will promote the activities of the club. The motto of the chapter is "Students today; leaders tomorrow."

Officers for the current school year are: Adeline Dufrene, *president*; Shaddy Brockhoeft, *vice president*; June Schlenker, *secretary*; Ruth LeBlane, *treasurer*; and Annalee Baril, *reporter*.

Large Chapter Organized in Michigan

Ninety charter members were initiated into the Iron Mountain (Michigan) Senior High School Chapter of FBLA. Mrs. Beatrice Tracy and Mr. John B. Tabaka are the sponsors of the club which is the second chapter to be organized in the state.

Guy Higley, Jr., comptroller at the Ford Motor Company of Kingsford, was guest speaker at the formal initiation ceremony held in January. He gave an interesting and instructive talk.

Bruce Guild, principal, expressed his interest in the organization and extended congratulations on behalf of the school to the members and advisors of the chapter. Students participating in the program were: Barbara Morelli, *president*; Donna Larson, *vice president*; Nathalie Lerza, *secretary*; and Lois Desmarais, *treasurer*.

One project of the club is a survey of the business offices of the community to determine the number and type of machines used, and the type of work and skills expected of the high school graduates by employers. Marilyn Meagher, Doreen Porrier, and Laura Aman have prepared the questionnaire and compiled the list of offices. Other projects of the chapter are: conducting a follow-up study of recent graduates of the business department; and maintaining a typewriting service for the school as well as church and civic organizations.

As another method of increasing our knowledge of the business world, the club members made a field trip to the Ford Motor Company offices and the Bell Telephone Company.

Among the films, depicting business situations, which have been shown to the group at the monthly meetings, are "Shy Guy," "The Duties of a Secretary," and "Bookkeeping and You."

Martinsville Chapter Granted Charter

The Future Business Leaders of America sponsored an assembly program February 10, 1950, at which the charter, establishing a chapter of FBLA in Martinsville (Virginia) High School, was presented to the school.

Joan Stanley, vice president of the club, spoke on the meaning of "Future." The secretary, Violet Fleming, presented a talk on the meaning of "Business." Hilda Brown, treasurer, spoke on "Leaders," and Jeanette Eanes, reporter, represented "America." Rita Stanley, president, summarized the ideas expressed by the four speakers into the statement, "We are the future for business and we must be properly educated in business in order to become leaders."

New members were presented membership cards with the bronze seals by Shirley Cline. The club's colors—blue and white—were pinned on each member by Miss Hyler Newman, a business teacher. Miss Amanda Bowman, club sponsor, was presented to the assembly by the president of the chapter.

At a recent meeting, Mr. Bruce Huffaker, office manager at the local DuPont plant, spoke on the topic, "What is a Businessman Looking for in an Inexperienced Applicant?" Mr. Huffaker, head of the accounting department at DuPont, stated that the present time is the best time to prepare for an administrative career. Recent reports indicate that administrative jobs have increased three hundred per cent as compared to the thirty-five per cent increase in other jobs in the last ten to twelve years. In conclusion, Mr. Huffaker gave the qualifications for an office worker in the local DuPont plant.

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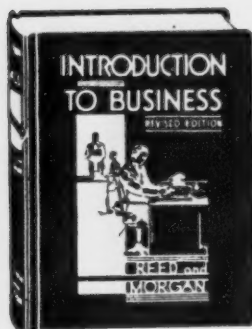
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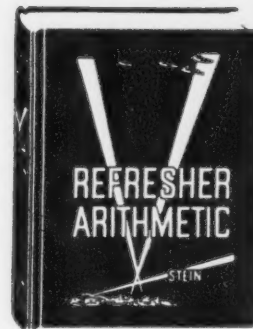


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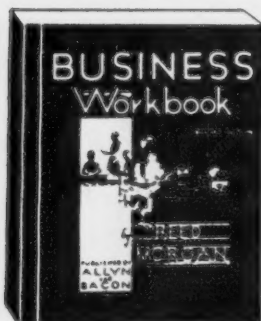
Introduction to Business furnishes a basic course designed to give every student the practical information which each individual needs to conduct his personal business affairs.

Inventions, labor-saving devices, new methods, and a general speeding up of production have made business change and expand rapidly in the last few years.

New features and improvements which are described include: new telephone services including the mobile telephone, innovations in telegraph service such as the telefax machine and facsimile communication; changes

in shipping regulations including the new bill of lading; the new drive-in teller service which many banks have installed; new personnel procedures; new taxes, both state and Federal, including Social Security; new postal regulations.

There is a complete Teachers' Manual free to users.

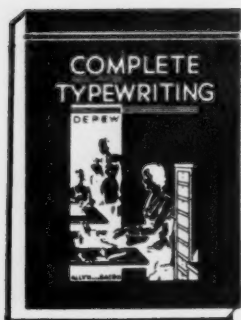


Business Workbook

by Reed and Morgan

Business Workbook is divided into nine units with the titles, Communication, Savings, Finance, Transportation, Organization, Ordering, Selling and Shipping, Paying, and Responsibility.

There are 80 exercises for solution by the pupils, designed to inculcate skill in the use of business forms.



Complete Typewriting

New Edition
by Ollie Depew

Complete Typewriting contains abundant exercises to develop ability in spelling, punctuation, and letter composition. A competent typist should not only write rapidly and accurately, but should have the ability to compose letters in good taste and in correct English.

Refresher Arithmetic

by Edwin I. Stein New Edition

Refresher Arithmetic is just the book to give the pupils that confidence in handling arithmetic which is so necessary in business courses and in the commercial world.

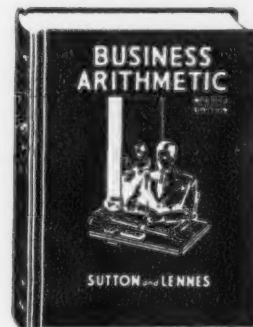
Refresher Workbook in Arithmetic

By the same author—the most comprehensive and best organized practice book in mathematics.

Business Arithmetic

by Sutton and Lennes

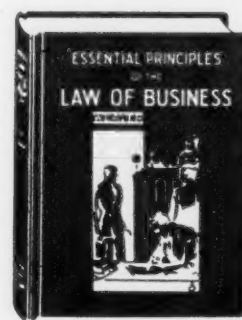
There is much new, fresh material on trade acceptances, stocks, exchange, income tax, automobile insurance, and installment buying. All examples of solutions are taken from the approved daily practice of modern business. There is a Teachers' Manual as well as an Answer Book.



Law of Business

by Samuel P. Weaver New Edition

The purpose of this course is to acquaint the student with the laws which govern business relations; to teach him to reason legally, to appreciate the importance of contract, and to avoid litigation; and to offer him a general training in the essential principles of the laws that will aid him in successfully filling a position.



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